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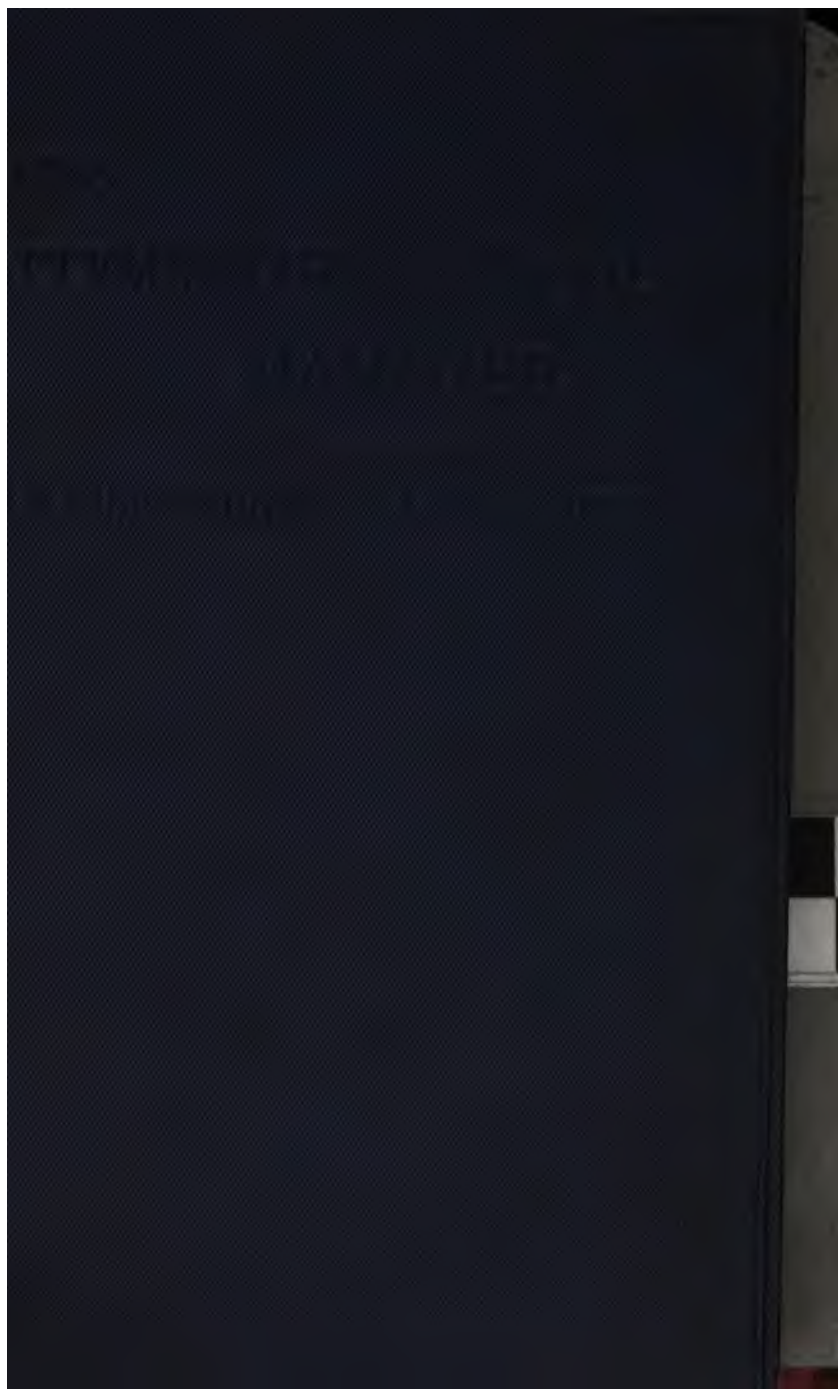
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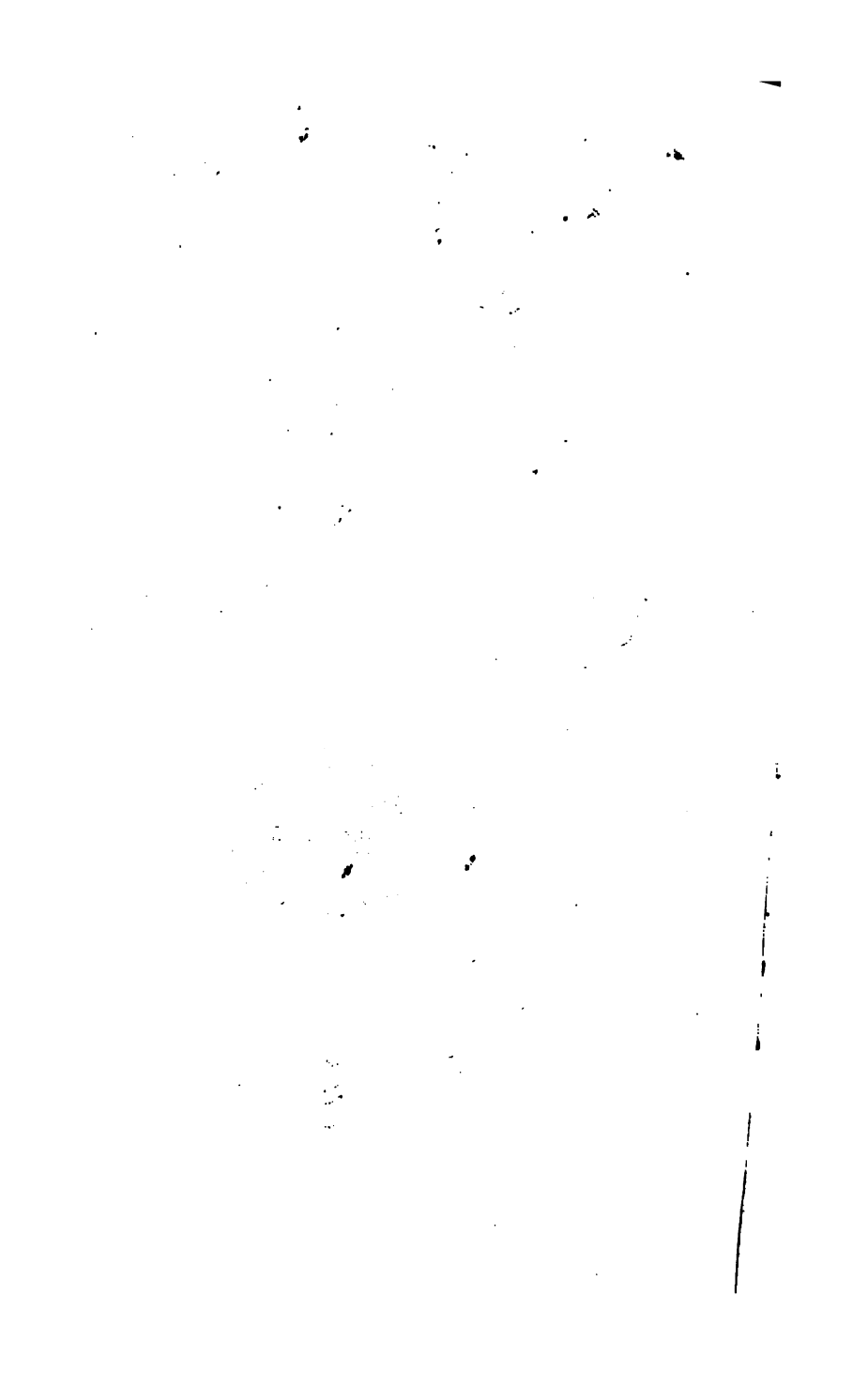
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**THE  
ELEMENTARY SCHOOL  
MANAGER**



THE  
ELEMENTARY SCHOOL  
MANAGER

BY  
HUGO R. RICE-WIGGIN  
LATE ONE OF HER MAJESTY'S INSPECTORS OF SCHOOLS  
AND  
ALFRED PERCEVAL GRAVES



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## PREFACE.

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SHOULD any apology appear to be due from us for adding to the list of books on School Management, we may say that the present Manual is designed rather to supplement these works than to supersede them.

We have not attempted to enter exhaustively into all the principles of school management, from the schoolmaster's point of view, as has already been so ably done by writers like Mr. Currie, in his "Common School Education," and Doctor Joyce and Mr. Gill, in their books on "School Management ;" nor have we confined our attention to a somewhat general consideration of the duties of the voluntary school manager, as Canon Wenham has done in his excellent manual "The School Manager."

Our aim has rather been to help managers to detect, to trace to their causes, and to remedy all those flaws in their schools which, in spite of precautions, are constantly recurring. We have thought that this purpose could best be accomplished by an indication of the more salient points requiring attention in the working of schools, with such explanation of principles only as has been needed to justify our recommendations.

The system of management advocated doubtless makes greater demands upon the time and energies of managers, and presumes a closer supervision of their schools, than have hitherto been usual. It certainly involves more duties than *a single* manager could be expected to discharge, unless, indeed, he were able to devote a very considerable part of his time to the work. But even he, by judicious selection from the following pages, now of one suggestion, now of another, might in the course of the year attend to more points than would, at first sight, appear possible; while in the far more usual case of bodies of managers consisting of several persons, a wise division of labour—either by the allotment of special duties to each individual, or by means of the “rota” system—would enable most of these duties to be discharged without excessive strain upon any single person.

Again, if it should be objected that this system is likely to cause an unwise trespass upon the province of the teachers, it should be remembered, in the first place, that it is not the teacher, but the manager, who is directly responsible for the state of the school. In the second place, there is no more common complaint among teachers than that their managers fail to take sufficient practical interest in their schools: an interest which cannot be gained without an intimate personal acquaintance with school-work in its every detail. Of course, the supervision we recommend, where it subjects the head-teacher or his work to the direct criticism of the managers, must be exercised with the greatest tact and discretion. It should be the aim of every manager to make the teacher feel that his attitude, even where he is obliged to reprove, is one of sincere considera-

tion and friendship. Where this feeling is maintained, the most independent teacher will soon be reconciled to the more active government of the managers by the help they afford him in disciplining his school and controlling his subordinate staff; by the liberal provision of apparatus and teaching power which managers really acquainted with their schools soon see to be indispensable; by the improved attendance and better results at the Government examinations; and, above all, by the cordial sympathy and co-operation of the managers under every discouragement and difficulty.

We desire to offer our best thanks to Doctor Joyce and to Mr. C. P. Mason for their kind permission to use extracts from their valuable works; also to the Clerks of leading School Boards and to a good many members of the teaching profession for much interesting information. We have also to acknowledge ourselves indebted, not only to the works above referred to, but also to Mr. Fearon's "School Inspection," to Mr. Currie's "Common School Education," to Mr. Gill's "School Management," and to Canon Wenham's "School Manager," for a good many important suggestions.

H. R. R. W.

A. P. G.

*August, 1879.*

With great grief I am obliged to add a postscript to say that my friend and colleague, Mr. Rice-Wiggin, died suddenly on the 29th August, just as he was correcting the last proofs of this work, which he had undertaken and carried through with the utmost zeal and the most conscientious care.

ALFRED PERCEVAL GRAVES.

*September 20th, 1879.*



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# PART I.

## SCHOOL MANAGERS.

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### IMPORTANCE OF MANAGEMENT IN ELEMENTARY SCHOOLS.

1. The Elementary Schools\* of this country belong almost exclusively to one or other of two classes: "Public Elementary" schools, and "Certified Efficient" schools.† The existence of any other elementary schools is precarious in the extreme, the law, practically, recognising none but the above two classes as affording the "efficient elementary instruction" which it has declared ‡ that "it is the duty of the parent of every child to cause such child to receive."

Two classes of elementary schools.

2. To be a "public elementary" school the school must "be conducted in accordance with the condi-

The "public elementary" school.

\* The term "elementary school" means a school or department of a school at which elementary education is the principal part of the education there given; and does not include any school, or department of a school, at which the ordinary payments in respect of the instruction from each scholar exceed ninepence a week (El. Ed. Act, 1870, s. 3).

† For the regulations according to which "public elementary" and "certified efficient" schools must be conducted, see Appendices I. and II.

‡ El. Ed. Act, 1876, s. 4.

tions required to be fulfilled by an elementary school in order to obtain an annual parliamentary grant.”\*

(1) One of these conditions is, that “the school is not carried on under the management of any person or persons who derive emolument from it.”†

The following are instances of arrangements under which this regulation seems to be infringed in spirit, if not in letter :—

#### ARRANGEMENTS UNDER WHICH

- (a) The teacher pays rent to the managers, or any of them.
- (b) The teacher engages and pays under-teachers, or is responsible for any part of the school expenses.
- (c) The management of the school is left practically in the hands of the teacher. This is very apt to be the case where his salary depends entirely or almost entirely upon the earnings of the school in the shape of fees and annual grant.

(2) Further, “aid to maintain schools is given by annual grants *to the managers*.”‡ “*The managers . . . must appoint a correspondent with the Department. Teachers cannot act as managers of, or correspondents for, the schools in which they are employed.*”§ “*The managers should arrange with the inspector . . . what the time-table . . . is to be; if they allow the teacher to alter it . . . a special note of the change allowed should be made by the correspondent in the log book.*”||

The “certified efficient” school.

3. Again, a “certified efficient” school must be either a “public elementary” school, or one conducted practically on that footing; or must be one

\* El. Ed. Act, 1870, s. 5.

† New Code, Art. 17 (b).

‡ Art. 5.

§ Art. 15 (a), (b).

|| Circ. of 10 Aug., 1872. See copy in Appendix VI.

“which is not conducted for private profit.”\* Any school of which the teacher is one of the managers—unless, indeed, the instruction given in it is wholly gratuitous—must clearly fall within the category of those “conducted for private profit.”

It follows, therefore, that “management” by persons other than the teachers is an essential feature in our English elementary school system.

#### DIFFERENT CLASSES OF MANAGERS.

4. There are three classes of managers:—

Three  
classes of  
managers.

“(1) The school board of any district.

“(2) The managers of a school appointed by a school board under s. 15 of the Elementary Education Act, 1870.

“(3) The managers of any other public elementary school.”

(New Code, art. 15 c.)

The last class may be taken to include the managers of any certified efficient school. For convenience, we shall hereafter refer to managers falling under this head as “voluntary managers.”

5. As regards the general scope of their powers and duties in respect of their schools, there is little difference between the three several classes just mentioned.

6. There are, however, a few special points of distinction between them, which may be noticed under the following heads.

Special  
points of  
distinction  
between  
“board”  
and “voluntary”  
management.  
(1) As regards legal  
obligations.

(1) School boards, and managers appointed by them, are bound by law—

(a) To conduct their schools as “public elementary” schools.

(b) To allow “no religious catechism or reli-

\* El. Ed. Act, 1876, s. 49.

gious formulary which is distinctive of any particular denomination " to be taught in any of their schools (Ed. Act, 1870, s. 14).

Voluntary managers, on the other hand, may (1) conduct their schools either as "public elementary" schools or as "certified efficient" schools only; (2) give or permit whatever kind of religious instruction they prefer.\*

Religious  
instruction.

It should be specially noted, as regards the latter point, that school boards are under no restriction but that above mentioned as regards religious instruction. So long as they avoid any "religious catechism or religious formulary which is distinctive of any particular denomination," they are legally as free as voluntary managers in the matter of "religious instruction."

Under this head we may, perhaps, mention that in the case of the transfer of a "voluntary" school to a school board, the Education Department do not require the school to be placed under the control of the board for the *whole* of each day, but only for such a part of it as enables due provision to be made for two hours' secular instruction both morning and afternoon.

On this principle schools have been transferred to boards from 9.45 o'clock A.M. to 5 o'clock P.M. on every day except Saturdays and Sundays. Under such arrangements the religious instruction, if given before 10 or after 5, may be provided by the original managers without any restriction as to formularies under s. 14 of the Education Act.

As an illustration of the extent to which religious instruction may be, and is in fact, carried out by

\* As to the *time* at which such religious instruction is given, managers of all public elementary schools are alike subject to s. 7 of the Elementary Education Act, 1870 (see Appendix I.).

school boards, we give in Appendix III. the schemes of religious instruction which have been adopted by several of our leading boards.

Religious instruction under voluntary managers is so entirely dependent upon the views of the latter, and varies so greatly in character, that we do not venture to offer any similar information respecting it.

There are, however, three points to which we may call attention, and which are equally deserving of attention from voluntary managers as from school boards—

(a) The time for marking or closing the registers need not, even where the religious instruction *precedes* the secular, be *after* the former. Nor have parents a right, in opposition to the rules of the school, to keep their children at home till the commencement of the secular instruction, or to withdraw them from school after its completion when religious instruction *ends* the meeting.

(b) In the case of children being withdrawn by their parents from religious instruction, provision must be made for their instruction in secular subjects during the time devoted to the former.

(c) The following extract from the Circular of the Education Department of 16th January, 1878, indicates the attitude which has been adopted by Government towards religious instruction :—

“ You (H.M. Inspectors) will remember that you have no right to interfere in any way with the liberty allowed by statute to managers of providing for religious teaching and observances at the beginning and end of the daily school meetings. In your allusions to this subject and to the conscience clause you will be most careful not to lead managers or teachers to suppose that the complete provision which has now been made by the Legislature for protecting the rights of conscience as an essential part of a system of com-

pulsory attendance, and the limitation of the necessary examination by H.M. Inspectors to secular subjects, imply that the State is indifferent to the moral character of the schools, or in any way unfriendly to religious teaching."

(2) As regards mode of appointment.

(2) School boards are elected by the ratepayers, the number of their members being decided by the Education Department.

Managers under boards are selected by the boards. Their number must be *not less than three* (Ed. Act, 1870, s. 15), but may be as many more as the boards decide.

Voluntary managers are unlimited as to number, though the opinion of the Education Department appears to be, and experience to prove, that no body should consist of less than three members. They are appointed either by or in conformity with the trust deeds of the schools, or, if no such deeds bearing on the question exist, by the trustees or legal owners of the school buildings.

(3) As regards restrictions on powers.

(3) School boards and managers under boards are subject, in the management of their schools, to the rules contained in the Third Schedule to the Elementary Education Act, 1870, a copy of which rules is given in Appendix IV.; also to the "New Code," as issued from year to year; and to any regulations of the Department made from time to time for the conduct of "public elementary schools."\*

Managers under boards are also subject to any "conditions or restrictions" (Elementary Education Act, 1870, s. 15), imposed by the boards.

Voluntary managers are subject to the rules and regulations contained in their trust deeds; or, in default of or in addition to these, to rules made by

\* These regulations will be found collected in the Annual Blue Books of the Committee of Council, which should form a part of the library of every school.

the trustees or committees. Also, in the case of public elementary schools, to the Code and any other regulations of the Department; in the case of "certified efficient" schools, to rules laid down by the Department for the certifying of such schools under s. 48 of the Elementary Education Act, 1876. A copy of these rules is given in Appendix II.

Annual inspection is essential to the "certifying" of these schools.

Such inspection should, therefore, be applied for by all managers, whether they desire annual grants or not. (N.B. They should be careful to state in their application whether they desire annual grants, or simply to have their schools "certified efficient.") Children attending schools which are neither "public elementary" nor "certified efficient," may be subject to grave liabilities (see Education Act, 1876, s. 5. Cf. also the ordinary form of byelaws adopted by school boards and school attendance committees, given on p. 91 of the Committee of Council's Blue Book for 1877—1878).

(4) School boards are liable, in the event of their "not maintaining or keeping efficient every school provided by them," to be declared "in default," and to be superseded by a fresh board appointed by the Department (Ed. Act, 1870, ss. 18, 63). (4) As regards liabilities in case of default.

Managers under boards may be removed by the boards (El. Ed. Act, 1870, s. 15).

Voluntary managers do not appear to be removable otherwise than by their own act, or by the action of the law in enforcing their trust deeds or other regulations. It is, however, within the power of the Department to withhold either the annual grant or the certificate of efficiency in case the conditions on which the grant is payable or the certificate receivable are not fulfilled.



## CONSTITUTION OF BODIES OF MANAGERS.

Best constitution of bodies of managers under school boards.

7. Where a school board has only a small district, or only one or two schools under its charge, it may possibly not require to appoint "managers" for its schools, the several members of the board discharging the functions of managers towards all the schools.

Lady managers.

It may frequently happen, however, that the board (1) consists of members who have no special taste or aptitude or not sufficient leisure for the work. Or (2) there may be residents in the town or district, who are not members of the board, but possess special educational experience. Or (3) the board may contain no ladies among its members, or not enough of them to be able thoroughly to attend to those special needs of girls and infant schools which no man is so well fitted to deal with as a woman. Or (4) the schools may be too numerous or scattered for any one body to attend to in sufficient detail or with due personal interest.

In all these cases the board will probably find it desirable either to add to their body, for purposes of school management only, such persons as the supervision of [their schools may require, or to appoint a distinct body of managers for each school—not of course excluding a person from any one body because he should happen to be a member of the board or of another body.

Speaking generally, every board will do well to see that, if possible, each of its schools is under the management of at least three active and well-qualified managers (whether members of the board or not), of whom about one-third should be ladies.\*

\* This plan has been found to work very successfully in the important school board district of Liverpool.

8. Committees of voluntary managers frequently include too few active or duly qualified members for the supervision of their schools. The constitution of their body is often determined by regulations (*e.g.* as to *ex-officio* members) which afford no security for the appointment of well-qualified persons. There would seem, however, to be no objection in any such case to the legal committee adopting one or other of the courses above indicated in the case of school boards. If they have only one block of schools, let them add to their body such qualified persons (not forgetting ladies) as the work may require. If they have several schools under their control (except, perhaps, in the case of very small branch schools) let them select, from their own body and from the residents in the neighbourhood, a separate body of managers for each school.

Committees  
of voluntary  
managers,  
how best  
constituted.

Should there be any doubt as to the legal validity of such appointments, the persons so appointed should abstain from acting in matters which might involve legal questions (*e.g.* the appointment or dismissal of teachers, the giving of receipts for money, &c.). There could be no objection to their taking part as managers (or the representatives of the managers) in the supervision of the schools and all questions connected with such supervision; or to their attending all meetings of the managers to report and advise, and to vote on all matters not involving any possible legal question.

The suggestion made above as to the number of managers under a board, and the proportion of ladies in that number, will be found equally applicable to the case of voluntary managers—viz. at least three, about one-third of them to be ladies.

REASONS IN FAVOUR OF MANAGEMENT BY MORE  
THAN ONE PERSON.

9. We must here take the opportunity to express our decided opinion that the not uncommon practice, on the part of school boards of intrusting the supervision of their schools mainly to their organizing masters or inspectors, in the case of voluntary managers of leaving such supervision entirely in the hands of some one member of their body, is open to grave objections.

One of the most serious difficulties and dangers to which our national system of elementary instruction is subject lies in the tendency—almost inseparably connected with any system of Government school inspection—to make the school a mechanical rather than a moral institution ; to regard the results to be obtained at the Government examination rather than the thorough education of the children ; to overlook the infinite variety which exists in the characters and capacities of the young, and to deal with them as so many machines of exactly similar construction.

It is, we believe, mainly with a view to counteracting this tendency that our Government has laid so great stress upon “management” in our elementary schools. Under the influence of a body of managers—comprising disinterested individuals of different views and tastes, who are responsible mainly to their own consciences for their advice to and their general relations with the teachers—it may be expected that teachers will be assisted and encouraged to keep well in view the real object of education ; to arrange the work of their schools upon a wide and liberal basis ; and

to have due regard to the characteristics of each child.\*

10. An organizing master or inspector, on the contrary, who will most likely have been an exceptionally able schoolmaster, will rarely be free from prejudice in favour of some one system of instruction, which, however good in itself, may not necessarily be suited for adoption by every teacher. He will be fettered by rules of action which no board could rightly dispense with in the case of a person acting as its delegate; and he will be almost certain—having in view the natural object of securing the best possible “results” from his supervision—to adapt his practice as much as he can to that of H.M. Inspector; so that his “management” will intensify rather than diminish any “groovish” tendencies produced by Government inspection.†

Why an organizing master should not manage board schools.

11. Our objections to the management of voluntary schools by single individuals rest upon grounds of a different nature.

Why a clergyman or layman should not be the sole manager of a voluntary school.

In the first place, where the whole management is in the hands of a single person, the school is always subject to the risk of losing the supervision of its sole manager through illness or other accident. No other person has been actively associated with him in the management; no one, therefore, is prepared to act as his substitute. Next, one of the most common sources of financial weakness in a voluntary school lies in the fact that the acting manager is the only

\* The Education Department has recurred to this question with evident anxiety in the circular of 16 Jan., 1878, extracts from which are given in Appendix IX. The teachers themselves complain of the tendency of the “result system” to produce mechanical work, as any readers of their important organ, the *Schoolmaster*, will know.

† Cf. also the letter of which a copy is given in Appendix V. Part I.

person who takes any real interest in it; subscriptions and guarantees being given by its other supporters either on what almost amounts to compulsion, or, at best, from goodwill, not to the school, but to the clergyman or other manager.

The case is far otherwise—and there have been abundant instances of this since the establishment of schools under the Act of 1870 in places where the sole available managers are the leading farmers or tradesmen—when a number of managers are personally brought into frequent and responsible contact with the school. The time, trouble, and money which have been bestowed upon schools under these circumstances, by persons apparently the least likely to take an interest in such matters, are a surprising encouragement to the true educationist.

We therefore urge upon all sole managers the desirability of associating with them in the active management of their schools as large a committee (not, perhaps, exceeding nine in all) of residents in the neighbourhood as they can get to join them. One thing, however, they must bear in mind; that if the members of this committee are to do real work, if they are to take a hearty personal interest in the school and to assume any responsibility for its maintenance, they must be admitted to a real share of authority over it. It is not in human nature voluntarily to bestow time, labour, and money upon a work in respect of which one has no other power or duty than such as consists in “registering the decrees” of the clergyman or the chairman of the committee. Cf. also the concluding paragraph of the extract from the Report of the Liverpool School Board given on p. 14.

## CONDUCT OF BUSINESS AND DISTRIBUTION OF WORK.

12. Appendix IV., Part 1, contains the regulations under which the business of school boards, and of managers under boards, must be conducted, subject, in the case of the latter, to such further rules as the board may see fit to impose upon them.

Voluntary managers will do well, for the avoidance of disputes and the simplification of their work, to frame rules upon somewhat similar principles. In Appendix IV., Part 2, we give a copy of rules which we think likely to work well.

The last two of these rules have reference to the visitation of the schools, and may profitably be adopted by school boards and managers under boards, no less than by voluntary managers.

13. Care should be taken to distribute duties, as far as possible, with due regard to any special tastes and capacities of the individual managers. *E.g.* those with a taste for figures might well undertake the chief supervision of the registers or the keeping of the accounts. Lady managers should take under their especial care the musical instruction of the whole school and the general supervision of the girls' and infants' departments, including all matters relating to the health and conduct of female assistants and pupil teachers, and the provision of suitable lodgings for such of them as have not homes in the neighbourhood of the school. Managers with special knowledge of science or languages might encourage and supervise the instruction in "specific" subjects.

Distribution  
of duties  
amongst  
managers.

Under this head also falls the question of the extent of the powers to be intrusted to managers under

boards. This must be decided by each board for itself ; but we venture to express the opinion that if really competent managers be secured, the more authority the board places in their hands—subject, of course, to an appeal to the board—the better. Effective work can rarely be secured unless the worker feels that he is trusted and responsible.

‘ Manage-  
ment ’  
under the  
Liverpool  
School  
Board.

The following extract from the Report of the Liverpool School Board for 1876 shows the extent of the powers intrusted by them to their “ managers.” The concluding paragraph of this extract is worthy of special attention on the part of school boards generally :—

“ The board have placed the control and management of each school—subject to the provisions of the Education Acts, of the New Code, and of certain general rules which they themselves have laid down—in the hands of separate bodies of managers, to whom considerable power is delegated. The managers appoint or dismiss the teaching staff of the school ; fix the scale of fees to be charged ; select the books to be used in the school ; exercise a general supervision over the work of the school and the arrangements of the building ; and make such rules as they may think necessary for regulating any matter not distinctly provided for by the New Code or the board’s general rules. The managers exercise these powers subject to the confirmation of the board, and in the discharge of their duties are assisted by the advice and technical knowledge of the board’s inspectors, one of whom attends all their more important meetings. The inspectors are held responsible to the board for a thorough supervision of the instruction given in the schools.

“ The Board have delegated these ample powers to their managers, being of opinion that they could not expect competent persons to undertake or to have any real interest in the duties, if responsibility

were divorced from substantial power. The result has, to a great extent, justified the board's anticipations. The professions, business, and trade of the town are represented by some of their most prominent members upon these bodies, which include ministers and laity of almost every denomination."

#### ARTICLES IN THE CODE SPECIALLY AFFECTING MANAGERS.

14. The following Articles in the New Code require the special attention of all school managers:—

*Art. 15 (a).* "The managers of a school must appoint a correspondent with the Department, and must give notice to the Department of any change of correspondent."

*Art. 17 (e).* (One of the conditions of every grant to a school is that) "Notice is immediately given to the Department of any changes in the school staff (Article 39) which occur in the course of the year. The *first* grant to a school is, as a rule, computed from the date at which the appointment of a certificated teacher is notified to and recognised by the Department."

*Art. 34.* ". . . . The managers must provide out of the school funds, besides the Code for the year and registers of attendance (*Art. 17 (g)*)—

"(a) A diary or log-book.

"(b) A portfolio to contain official letters, which should be numbered (1, 2, 3, &c.) in the order of their receipt."

*Art. 46.* "The names of teachers desiring to be examined" (for certificates) "must be notified by the managers of their schools to the Department before the 1st day of October preceding the examination."

*Art. 75 (b).* "Temporary monitors . . . satisfy Article 32 (c), provided that the vacancies are reported to the Department as soon as they occur," &c.

*Art. 82 (a).* "Assistants are counted as part of the school staff from the date at which their appoint-



ments are notified to and approved by the Department."

*Art. 106.* "The managers of any school to which inspection has already been promised (Art. 11) may apply in writing, before the 1st of January, to *the inspector of the district* for an examination of their evening scholars (Art. 22). The application must be renewed annually to the inspector."

NOTE that if the evening school is unconnected with a day school under inspection, the *first* application to the inspector must be preceded by an application to the Department under Art. 14.

15. Managers should note that the Code is generally varied to some extent each year. A copy of each new Code should be obtained immediately upon its publication (which usually takes place early in April), when the alterations will be found to be shown at a glance in the Appendix.

## PART II.

### SCHOOL PREMISES AND APPARATUS.

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#### IMPORTANCE OF GOOD SCHOOL PREMISES.

16. No one who has had experience in connection with elementary education can be blind to the important bearing of school buildings upon school work. It is rare indeed to find a thoroughly good school in badly constructed buildings. The first aim, therefore, of all managers who have the welfare of their schools at heart should be either in the first instance to provide buildings of the best possible construction, or, supposing the buildings to be already in existence, so to alter and improve them, if necessary, as to render them the best that circumstances will admit of.

#### POINTS ESSENTIAL TO GOOD BUILDINGS.

17. The Code of the Education Department (Art. 17) requires that all school buildings should be—

- A. Healthy.
- B. Well lighted.
- C. Well warmed.
- D. Well drained.

E. Well ventilated.

F. Properly furnished.

G. Supplied with suitable offices.

It will be convenient, therefore, to consider the question of school premises under these heads.

### HEALTHINESS.

**Healthiness.** 18. It is obvious that this point is materially affected by most of the others above enumerated, and so far may best be dealt with under each head as it arises.

Apart from these, however, the *situation* of the school may have an important bearing upon its healthiness; *e.g.* it may be too close to a graveyard, or within reach of the fumes of some noxious manufacture.

### LIGHTING.

**Lighting.** 19. Small diamond panes interfere greatly with the proper distribution of light through a schoolroom. Where these exist, it would almost always be a great benefit to the school to replace them by large sheets of glass.

These sheets should consist of clear plate-glass in neighbourhoods where there is no danger of stone-throwing; where this prevails, thick ground-glass should be used, at any rate in the lower panes. We have also seen clear plate-glass effectually protected against stones by a screen of wire netting.

20. The *position* of the windows is a matter of great importance. If they are placed in front of the children as they sit in their desks, they tend to dazzle the scholars' eyes, and to throw the faces of the teachers, as well as maps, diagrams, &c., into

comparative shade. If, on the other hand, they are placed behind the children, the faces of the latter are in shade as regards their teachers, and their bodies intercept the light which should fall upon their books or other work.

Probably the best mode of lighting a school is to place the windows in one or both of the end walls, supplementing them, where necessary, by a high light from behind. Where there is only one side-light, it should come from the left of the children as they sit in their desks.

21. Care should be taken to provide all windows in the roof, and indeed all windows through which the sun may at any time shine into the school, with green blinds.

In cases where a dead wall opposite to the windows deprives them of much of their light, this wall should, if possible, be faced with white glazed tiles, or at least be coloured white.

22. In view both of lighting and of warmth, the *aspect* of the school site should be carefully considered.

#### WARMTH.

23. This is a point which requires most careful Warmth. attention, especially where the scholars are poorly fed and clothed, or come along muddy roads, as they must often do during rain or immediately after it.

Where stone or tiled floors, now happily very rare, are still in use, it is very difficult indeed to diffuse a proper temperature throughout the school. Here the feet, if not the hands, of both teachers and scholars are sure to suffer.

24. The combination of warmth with ventilation is sometimes a difficulty; which may generally, how-

ever, be overcome by adopting some one of the hot-air-chamber systems.

The simple principle of these consists in an air-chamber at the back of the grate, communicating with the outer air by an aperture near the ground, and with the interior of the room by another some three or four feet from the floor. Close the inner aperture until the heat of the fire has thoroughly warmed the air within the chamber; then re-open it, and a strong current of warm fresh air is set up, and continues as long as the fire is maintained.

#### DRAINAGE.

Drainage. 25. This appears to call for little remark. It is obvious that not only will the rooms be rendered unhealthy, but they will be seriously damaged, by not making proper provision against

- (a) The leakage of the roof water, or of rain, into the walls.
- (b) The accumulation of any such water, or of any drainage, around or under the school.

#### VENTILATION.

Ventilation. 26. This is an admittedly difficult subject to deal with. Two main principles may, however, be laid down.

(1.) It is possible to have good ventilation without producing draughts or making the rooms cold.

(2.) Some ventilators, both for the admission of fresh and the exit of foul air, should be permanently open. These should of course be so placed as under no circumstances of weather to admit rain or cause draughts.

27. As a general rule, satisfactory ventilation may be secured by means of metal valves near the roof opening outwards (so as not to allow any indraught,

while affording free egress to foul air from within), in conjunction with either the "hot-air-chamber system" above referred to, or that of "Tobin's Tubes."

The important bearing of warmth upon ventilation should not be lost sight of. Carbonic acid gas, the principal element in foul air, rises when warm but sinks when cold. The warmer the room, therefore, the better the chances of keeping this poisonous gas above the heads of the occupants of the room.—Note also, that as the foul air cools, the carbonic acid gas contained within it sinks lower and lower. Hence the importance of ventilators in the upper part of the rooms, in order that this foul air may be expelled through them before it has had time to cool.

28. The permanent ventilation of the schoolrooms should on all possible occasions be supplemented by "flushing" the rooms by throwing open all the windows. In particular this should never be neglected during the mid-day interval, as a preparation for the afternoon meeting of the school.

### FURNITURE.

29. This question will, in some respects, be dealt Furniture. with later on under the head of "apparatus;" but here it may be stated that the general appearance of the schoolrooms should engage the very careful attention of the managers.

Children are educated greatly through the eye; and no trivial part of the instruction they should receive at school is the inculcation of a taste for brightness, neatness, and even elegance, which they may carry with them into their homes, and which may lead them to make efforts to bring their surroundings there into some harmony with those they enjoy in school.

The attractiveness, too, of an elegantly appointed school must not be lost sight of. Not a few children, we may be sure, go unwillingly to school, or even play truant, from the thought of the dull, unattractive room they have to occupy, who would require little urging to enter one in which all is picturesque and cheerful.

In order that a room may be thoroughly satisfactory in this respect, it requires, in the first place, to have walls of a bright, cheerful colour. White-wash has not, as a rule, a pleasant effect, giving the rooms a staring, barn-like appearance. A much better result is produced by colouring the walls from the roof to from four to five feet above the floor with a pale blue, or French gray, or buff colour, and by coating the lower portion, which is more liable to soil, with paint of some darker shade. Then the walls should be hung with clean bright-coloured maps and choice and appropriate pictures; the windows should be kept free from dust and smears; the grates, stoves, cupboards, desks, &c., should be neatly polished or dusted, and preserved in thorough repair; and the floor washed at frequent intervals and regularly swept.

#### OFFICES.

Offices.

30. In order to be "suitable," the offices must, in the case of a school attended by children of both sexes, consist of at least two sets, which are—

- (1) Separate in themselves.
- (2) Accessible by separate approaches from the schoolroom.

Requirement (1) is not satisfied if the offices allotted to one sex are, as regards either sight or

distinct sound, within reach of those used by the other sex.

They must thus be in different yards, or divided by a wall too high for the children to look or climb over; and, if they form part of the same block, be separated by an ash pit or something of the kind.

(2) Requires that the children of each sex should leave the schoolroom by a separate door, and that they should then be unable, by reason of high walls or spiked railings, to reach the offices of the other sex without re-entering the school.

31. "The offices of a school cannot be regarded as 'suitable' unless they are used exclusively by the children attending the school" (Instructions to Inspectors). The yard in which they stand must therefore be enclosed, so as to prevent the public from having access to them.

32. Where the school is numerously attended by infants, a set of offices exclusively appropriated to these is very desirable. In any case, care should be taken that the internal arrangements are suitable to the age and sex of the children for whom the offices in question are intended.

33. The different compartments of each set of offices should be completely separated from one another, provided with doors, and properly lighted and ventilated independently of the doorways. The compartments should also be sufficient in number. About three for every 100 children may be regarded as the minimum.

34. A proper system of drainage is essential. A sanitary engineer should be consulted in all cases of doubt or difficulty on this point, as to which, and as to the general construction of the offices, see further Appendix XX.



35. The offices must be placed so far from the school that there may be no possibility of annoyance from them to the teachers or children, much less danger of harm. The approaches, also, should be so arranged that children going or returning may not be in sight of their fellow-scholars after they leave the school-room.

36. That they should be kept scrupulously clean—which should be made a matter of discipline among the children\*—and should be constantly attended to, are points too obvious to need remark. It may, however, be worth while to suggest the free use of disinfectants in very hot weather, or during any temporary disarrangement of the drainage.

London  
School  
Board's  
rules as to  
cleaning  
and disinfection.

The London School Board have framed some short rules with the view of keeping their premises clean and healthy. They are to the following effect:—

- (1) The schoolrooms to be washed at least once a fortnight.
- (2) The urinals, w.c.s, and drains to be sluiced out twice a day, viz. in the middle of the day and after afternoon school.
- (3) If infection is feared from smells, disinfecting powder to be used. If there is any infectious disease about, the floors to be sprinkled with disinfecting fluid and to be washed with carbolic soap.

#### CONSTRUCTION FOR TEACHING PURPOSES.

37. A further point requiring careful consideration under the head of school premises is the proper construction of the school for teaching purposes.

As regards the general shape and arrangement of

\* It is a very good plan to divide the whole school into sections, and to make each section responsible for the cleanliness of some one closet.

school buildings, the opinion and advice of the Education Department are so readily accessible to all managers, that no one will prudently commence either the building of a new school or the alteration of an old one without in the first instance forwarding his plans to the Council Office for approval.

38. One essential to the due working of a school is sufficient class-room accommodation. Unless every child in a class is able distinctly both to hear and to make itself audible to its teacher, it is obvious that the lesson must lose more or less of its effect; the children missing much of it, on the one hand, and the teacher, on the other, being unable to judge from their answers what impression he is making upon them. At the same time it is obvious that no part of the school work should require to be suspended in order to produce the necessary quiet.

Class-rooms  
indispens-  
sable.

The only way in which these two requisites can be combined, is to provide a sufficient number of separate rooms to admit of each division of the school being taught without undue disturbance to any other division. It may almost be laid down as an axiom that no school, except the very smallest, can be conducted to the greatest possible advantage without at least one class-room, in addition to a separate room for any *infants* attending the school. It is hardly possible in any school, no matter how small, to teach them properly in the same room with elder children.

39. It is, however, necessary that the class-rooms should be so arranged as to admit of constant supervision on the part of the principal teacher. To this end they should invariably open immediately out of the main schoolroom; and, in addition, may with much advantage have glass windows in the doors or walls between them and the main room.

Position of  
class-rooms.

40. The system which is being gradually introduced by some of our leading school boards (and which has been very generally adopted in foreign countries), of providing a separate room for every class in the school, should also be noticed. Where the school is large enough to command an adult teacher for each class, this system seems to be the best conceivable.

Acoustic  
properties of  
rooms.

Echo.

41. The acoustic properties of the buildings also require much attention. There should be no "ring" or "echo." Where these exist, the matter should be placed in the hands of an experienced architect, who (*e.g.* by the suspension of a curtain from the ceiling, or the attachment of boarding to it or to its supporting beams) will often cure defects of the kind which have puzzled a posse of country builders.

Hollow  
floors.

42. Hollow floors are sometimes a source of much noise. A capital way of preventing or remedying this is to floor (or re-floor) the rooms with square wooden blocks laid upon concrete, instead of with boards laid upon joists.

#### PRACTICAL TESTS OF THE CHARACTER OF PREMISES.

43. The following are some practical tests which managers may apply to their school premises in order to judge whether they are in all respects satisfactory.

#### AS TO HEALTHINESS.

44. Do you, on first entering the room, or on opening any door leading from the schoolrooms, perceive any offensive smell?

Do the children generally look healthy?

Under this head it may be well to call attention to the extreme importance of excluding all children who, or whose families, are suffering

from any infectious disease. Teachers are not always quite as careful on this point as they should be. Parents are only too often reckless in the extreme in their readiness to send children back to school at a time when they are in the most infectious state possible, *i.e.* during the period of convalescence.

#### AS TO LIGHTING.

45. Choosing a dull day in winter, seat yourself at one of the desks, or stand in one of the circles formed for reading lessons. If you cannot see well enough to write or read your best, consider the difficulty of *learning* to read or write under the same circumstances.

#### AS TO WARMTH.

46. On a cold day in winter place yourself in one of the remotest corners of the room, and remain there some little time. If your feet get benumbed, or your fingers get too chilled to hold a pen comfortably, consider the effect of the same temperature upon the far less well-fed and well-clad scholars.

Should a test occupying less time be required, feel the hands of some of the children farthest from the fire and nearest to the windows.

#### AS TO VENTILATION.

47. Spend an hour in the school—not omitting the class-rooms—when it is full. If you find you have a tendency to headache or drowsiness, you may be sure that the ventilation is not satisfactory.

On visiting the school during the midday interval, note whether all the windows are open.

AS TO FURNITURE, APPOINTMENTS, &c.

48. *The walls*.—Do they look bright and cheerful ?  
*The maps and pictures*.—Are they clean and in good repair ?

*The time-table and the conscience-clause regulations*.—Are they neatly drawn out, clean, and in suitable frames ?

*The fire-places, stoves, cupboards, desks, &c.*—Are they in good repair, bright, and clean ?

*The floor*.—Is it clean (making allowance for muddy shoes which have passed over it that day) and sound ?

Is the *general aspect* of the school comfortable, neat, and cheerful ?

AS TO THE OFFICES.

49. On leaving the room by the boys' door, can you, without re-entering the schoolroom, pass to the girls' offices, and *vice versa* ?

Are the offices themselves free from smell, and do they show signs of daily attention and of proper discipline among the scholars ?

Is there a sufficiency of light and ventilation in each compartment when the door is closed ?

AS TO THE CONSTRUCTION OF THE SCHOOL FOR TEACHING.

50. Spend an hour or two in the school when in full work ; going in turn to each class engaged upon a lesson involving noise, and now standing by the teacher, now by the scholar most remote from him. If in either situation you cannot hear distinctly, be sure that the work of the school is not producing its

maximum of fruit, and that one or more of the following points require attention, viz. :—

- (a) Class-room accommodation. (See p. 25.)
- (b) Acoustic properties of rooms. (See p. 26.)
- (c) Discipline or organization. (See pp. 91—93, 101.)

#### IMPORTANCE OF PROPER APPARATUS.

51. Of no less importance than the construction of a school is its due fitting up with desks and equipment with apparatus.

#### DESKS.

52. The general principle on which desks should be arranged—that of placing them in parallel groups divided by gangways along one side of the room, leaving the opposite side unoccupied—is so universally recognised that it would be mere waste of time to discuss it here.

The not uncommon case of a very wide room having a corresponding arrangement of desks on opposite sides affords no real exception to this principle, the room being merely treated as though it were two rooms side by side without any partition between them.

53. The desks themselves will probably be of one of two kinds, “parallel” or “dual.”

Parallel and dual desks compared.

“Parallel” desks are generally of considerable length, often holding as many as seven or eight children in each. “Dual” desks, as their name implies, accommodate two children only.

The former are generally the cheaper of the two, but in most other respects the latter seem to have the advantage, viz. :—

- (a) They afford very much more convenient ingress and egress for the children, and access

to them on the part of the teachers, each child sitting next to a gangway.

(b) There is no danger of the desks being overcrowded (to the great detriment, among other things, of handwriting).

(c) They are provided with backs to their seats: a matter of very great importance, especially in the case of girls.

A third kind of desk, the "Single," has lately been introduced. It has the advantage of completely isolating the children from one another.

54. Whichever system may have been adopted, the following points require attention as regards the desks themselves:—

(a) They should be of suitable *height* for the average size of the children intended to occupy them.

(b) They should not be too much slanted.

(c) They should supply a place for slates (*e.g.* a ledge under the desk, which is the best plan, as it also provides a place for spare books); a groove or ledge for pens and pencils; and an ink-hole between every two scholars (*i.e.* at intervals of about two feet, less than which space ought not to be allotted to children when writing).

(d) They should stand so firmly (whether by their own weight or by being fastened to the floor), and be so firm in all their joints, that they cannot be made to shake by any movements of the children. Their upper surface should be *quite smooth*.\*

(e) There should be a sufficient supply of them to accommodate every child during the whole time it has any writing to do. Nothing is more certain to lay the foundation of or to perpetuate a bad style of handwriting, than

\* The employment of a carpenter once a year to plane all the desks which have become worn into grooves would be of great advantage to most schools.

writing in the unnatural attitudes that are unavoidable when the children have no desks to write at.

55. With regard to the last point, we may as well mention that in the Irish schools, as well as in some highly efficient English ones, it is not the practice to provide desk accommodation for more than half the scholars, on the principle that desks are neither requisite nor desirable for any lessons which do not involve writing, and that all entirely oral lessons are best delivered to the children standing—an arrangement which requires more floor space than is generally available when desks are provided for every child in the school.

Different system adopted as to desks in Irish schools.

This system has three special advantages—

- (1) The frequent changes from sitting to standing, and from standing to sitting, are refreshing to the children.
- (2) Lolling, stooping, and other objectionable attitudes are more easy of correction when the class is standing.
- (3) "Place-taking," whether upon the ordinary or "medal" system (see Appendix XIX.), can be carried on with more complete success. These systems are practically impossible when the scholars are in the desks all day long.

56. Under this head, also, we think it well to call the attention of managers to the different systems of arranging the work of schools, of which the following are the principal.

Different systems of arranging the work of schools.

(1) *Bipartite system*; under which the school is divided into two parts—one occupying the desks for silent exercises, the other being detailed into "draft circles" for oral lessons.

(2) *Tripartite system*; under which there are three



divisions—one occupying the class-room, another the desks, the third the “draft circles.”

(3) *Quadripartite system*; under which the two parts formed under the “bipartite” system are again subdivided.

(4) *Synchronous system*; under which the whole school is engaged upon the same subject at the same time.

(5) *Eclectic system*; under which now one, now another, of the foregoing systems, or a combination of more than one of them at the same time, is employed.

Fuller information on this point may be found in Joyce’s “School Management,”\* pp. 25—47, and Gill’s “School Management,” pp. 74—76. We would direct special attention to the ordinary Irish system (as described in the former book) of placing the “draft circles” as near to the walls as possible; the teacher and the two outside scholars, in fact, standing close to the wall. The adoption of this principle would render the “medal system” (see Appendix XIX.) practicable in its entirety, even in schools more than half occupied by desks. We may here refer our readers to the chapter in Professor Joyce’s work entitled “Systems of Organization,” and containing a series of excellent cuts, illustrative of almost every conceivable disposition of parallel desks and of galleries for teaching purposes.

\* “A Handbook of School Management,” &c. (sanctioned by the Commissioners of National Education, Ireland), by P. W. Joyce, LL.D., T.C.D., M.R.I.A., one of the Professors in the Training Department of the Commissioners of National Education, Ireland. M. H. Gill & Co., Dublin. London: Whitaker & Co.; Simpkin, Marshall, & Co.

## BOOKS.

57. "Every class ought to have two or three sets of reading-books." (Art. 28, *note*.)

The reason of this rule is that if children are confined to one reading-book throughout the year, they not only learn much of it by rote (so that it affords them no real exercise or instruction in "reading"), but, with their teachers, become utterly wearied with the constant recurrence of the same matter.

58. In selecting reading-books, care should be taken to choose such as are interesting and instructive, without being on the other hand frivolous or over-technical. If the "ordinary class-books" are not "approved by the inspector," the children are liable to be examined in reading from strange books. (Art. 28, *note*.)

Choice of  
reading-  
books.

Avoid books which abound with crabbed or unusual words. In books for the upper standards a reasonable "spice" of difficulty is to be desired, as an incentive to the children to work; but too many impediments in their course, besides discouraging them, tend to produce a stumbling, halting style of reading.

As it is within the power of H.M. Inspectors to require the upper standards to read poetry, and as those of them who prefer it to prose are not unlikely to object to the inferior verse with which too many school reading-books are "padded," as well as to the poor collections of poetry that are so common, managers should be careful to see that the children study pieces that will not only appeal to their sympathies but will cultivate their taste.

Poetry in  
reading-  
books.

As to the general character of the reading-books, it should be seen that they contain as far as possible—

(1) *for the lower classes*, (a) good lessons on common things, (b) short, simple, well-written

What should  
be the  
general

character of  
reading-  
books.

stories, calculated both to interest and improve the children, (c) short, simple poems by authors of repute ;

(2) *for the upper classes*, (a) chapters bearing on subjects of general information, *i.e.* descriptions of various industries, and of places of national or world-wide importance or interest ; brief, inviting biographies of men and women distinguished in history, literature, science, art, and commerce ; interesting records of important historical and social events ; concise, but clear, and if possible pleasant, explanations of our parochial, municipal, parliamentary, and state institutions ; (b) short, simple sketches in anticipation of some of the science subjects under Schedule IV. of the Code, and of others, *e.g.* natural history, agriculture, astronomy, geology, and political and domestic economy ; (c) short essays, or, better still, stories inculcating the principles of thrift and providence, and illustrating and enforcing the relations which should subsist between employers and employed ; (d) poetical and prose extracts from classical English authors.

Value of  
such books.

Attention to these particulars will develop what is of the utmost importance in the masses of our fellow-countrymen ; viz. 1. Common sense. 2. The artistic sense. 3. The sense of patriotism and British citizenship. The sense of individuality, also, if amounting to talent, will often be struck and stimulated by the contents of one or other of such reading-books as we have imagined above.

Reading-  
books and  
cards for  
infants.

In selecting books and reading-cards for infant schools, be careful that they are at once sensible, suited to the children's capacities, and interesting. Only too many of those in use are either silly, dull, or otherwise unsuitable.

The attractiveness of such books is greatly increased by their being well illustrated.

59. Other books which the managers should provide or cause to be provided are—

Other books to be provided.

(a) Small text-books on arithmetic, grammar, geography, and history; *extreme care being taken that they are written by competent authors.*

(b) Small atlases and "map copy-books" for Standards III.—VI.

(c) Dictionaries for Standards IV.—VI.

60. A small reference library for the use of the teachers is also highly desirable.

Reference library for teachers.

61. A lending library attached to the school is invaluable both in improving the mere "reading" of the children and in cultivating their "general intelligence."

Lending library for scholars.

Such a library should be wisely gathered, so as to contain interesting books of travel, a selection of good history stories, natural history anecdotes, and narratives introducing general and special information in a pleasant, incidental form, narrative and other poems, and even some few works of fiction. Not only would a library of this kind stimulate the curiosity, interest, and imagination of children in various directions, and so promote individuality of taste, but it would be a positive help to the study of geography, history, and not a few of the Schedule IV. subjects of the Code. Of course, the principal teacher should be well acquainted with the contents of the library, and skilfully avail himself of the books in it when a subject which can be illustrated by any of them is approached in school.

### MAPS, &c.

62. Except in the case of an infant school, wall-maps are an essential part of the furniture of the schoolrooms. It is not sufficient that they exist shut

Why maps should be kept hung up.

up in a case; they should be kept hung up on the walls, so that the eyes of the children may continually rest upon them, and become insensibly familiarised with the main outlines of the countries represented.

Whether the children are to be “presented” in geography or not, the necessity for maps is the same. All reading-books abound with allusions to places, and these allusions cannot be intelligently explained without a map.

Maps that  
are indis-  
pensable.

63. The following maps should be regarded as indispensable :—

1. World (Mercator *and* in hemispheres).
2. British Isles.
3. England and Wales.
4. County in which the school is situate.
5. Scotland.
6. Ireland.
7. Europe.
8. Asia.
9. Africa.
10. America.
11. Australia.

In selecting the maps care should be taken that they are not overcrowded with details, and that the main outlines of their subjects are so distinctly marked as to be visible at several yards’ distance.

64. No well-equipped school, also, will be without—

Globe.

Blank  
maps.

1. A terrestrial globe.
2. Blank maps (*i.e.* maps from which all names are omitted) of the more important continents and countries.

The former is necessary to show the children what is really meant by saying that the earth is round; the latter to test their acquaintance with

the map (cf. Mr. Fearon's remarks on p. 76 of his "School Inspection").

65. In order to facilitate the teaching of physical <sup>Relief maps.</sup> geography (which Mr. Fearon, p. 71, truly says should form the basis of all teaching of "political" geography), one or two "relief" maps are desirable, (*i.e.* maps in which the physical features of a country are shown in actual relief).

Home-made relief maps of a very effective kind may be constructed out of clay and water upon a shallow wooden tray.

An ingenious little machine, called the "Tel- <sup>Tellurium.</sup> lurium," showing simultaneously the "motions of the earth" upon its axis and round the sun, has been invented.

The old-fashioned orrery can also still be procured, <sup>Orrery.</sup> and is an excellent means of teaching the motions of the heavenly bodies.

## PICTURES.

66. Pictures are an essential part of the furniture <sup>Pictures.</sup> of a schoolroom, especially of an infant school.

In selecting them regard should be had both to the brightness and cheerfulness which they should add to the room, and to the uses for which they should be available as subjects for lessons, or illustrations of them.

## BLACKBOARDS, COPY-BOOKS, &C.

67. There should be a good blackboard, with its <sup>Black-boards.</sup> corresponding easel, for the use of each class. It is a good plan, also, to have blackboards fixed to the walls, or to prepare a portion of the surface of the walls for chalk diagrams.

68. The managers should see that all the children are kept supplied with suitable copy-books, slates, pens, and pencils.

The best  
copy-books.

The copy-books should furnish the best possible models of handwriting (which ought to be bold and round, as in Isbister's Public School and London Series). Those copy-books, also, are generally to be preferred which have more than one "copy" on each page, so that the children are less tempted to copy their own writing.

Slates.

The slates should be of suitable size. If they are required "ruled," it is best to procure them from the stationer ready ruled. Slates ruled at home, or even in school, are apt to show lines neither parallel nor equidistant.

Pens, pencils,  
and  
reading-  
pointers.

Pens and pencils also require close attention. The use of bad pens or of little broken bits of pencil will certainly and speedily get the children into a bad style of writing. Children working on slates should be provided with tin pencil-holders. Small wooden reading-pointers for use in the lower standards and infant schools are also desirable.

Whether the managers "find" books, slates, &c., or the children are required to bring their own, it is clearly the duty, no less than the interest, of the former to see that each child is at all times provided with proper materials for its work.

The rule of the Liverpool School Board on this point is as follows:—

"The fee shall include a proper supply of books and stationery for use in the school; but the children shall be required to purchase any books which it may be necessary for them to take home."

## SEWING MATERIALS.

69. Sewing materials require the close attention of the managers. If these are left to the children or their parents to provide, it is in the highest degree improbable that they will prove suitable for the particular stage of work upon which the girls should be employed.

*Sewing materials should be provided by the managers.*

As the teaching of needlework in schools attended by girls is obligatory (see Art. 17 *f*), it is clearly the duty of the *managers* to see that their school is duly supplied with the necessary apparatus for such teaching. This is a strong argument for the appointment of at least one lady manager for each mixed or girls school.\* Some rules as to the provision of sewing materials framed by the Liverpool School Board will be found on pp. 132, 133.

## SPECIAL APPARATUS FOR INFANT SCHOOLS.

70. In infant schools materials should be provided for giving lessons on *common animals or objects*, and for teaching the children the names of the *colours* and of the simpler *forms* (square, circle, &c.).

*Infant school apparatus.*

*Mem.*—Lessons of this kind may be with great advantage introduced into schools attended by children above the age of “infants” (*i.e.* seven years).

Where the Kindergarten system is intended to be adopted, suitable “gifts” should be provided. A list of these will be found in Appendix VI.

\* Managers should note with reference to this question that they are asked in Form IX., “Does any lady or ladies’ needlework committee regularly superintend this instruction?”



## TIME-TABLES.

Time-table  
indispens-  
able.

71. Every well-ordered school will naturally be provided with a time-table, showing the distribution of the time allotted to each meeting between different subjects of instruction (cf. also § 4 of Circ. of 10 Aug., 1872, in Appendix VII., Part 1).

In the case of a Public Elementary School, in which any religious instruction is given, or any religious observance (including the attendance of the children at church during any part of the meeting) is practised, a time-table "approved by the Education Department" is required "to be kept permanently and conspicuously affixed in every school-room" (Ed. Act, 1870, s. 7).

72. The following points require special notice under this head :—

Must show  
time as-  
signed to  
secular in-  
struction.

- (1) The time-table must, for each meeting of the school, show two (or, in the case of infants, one and a half) *clear* and *continuous* hours allotted to secular instruction (cf. New Code, Art. 23).

The two hours (*not* the one and a half) (Art. 23, note §) "may include an interval of fifteen minutes for recreation during a meeting of three hours, or of ten to fifteen minutes in a shorter meeting (Art. 23, note ‡).

The two (or one and a half) hours need not, under certain circumstances, be the same for the whole school. "The Inspector may approve any time-table which, while conforming to s. 7 (2) of the Elementary Education Act, 1870, in respect of the time or times appointed for religious observances or instruction, sets apart *at each meeting of a school*, for the instruction in

secular subjects of *each class or division of the school, at least the amount of time prescribed by Article 23 of the Code.*

“Provided that at each meeting of a school instruction in secular subjects is continuously given for the prescribed time, by or under the personal supervision of the principal teacher, and that there is a class-room attached to the school, a time-table may be approved which provides for religious instruction (in accordance with the provisions of s. 7, and in Board Schools of s. 14 (2), of the Act of 1870) being given in the class-room to separate classes or divisions of the school, either at the beginning or end of the meeting; and the time of secular instruction need not be the same for the whole school.

“If there is no class-room attached to a school, the time for secular instruction must be the same for the whole school” (Minute of 2 April, 1878).

- (2) Where any part of the school meeting is devoted to religious instruction, to attendance at church, or to any religious observance, the time or times so occupied (which must be “either at the beginning or at the end, or at both the beginning and the end, of such meeting” (Ed. Act, 1870, s. 7, § 2), must appear on the time-tables. Must show time assigned to religious instruction.
- (3) *Within* the times allotted either to religious instruction or observances or to secular instruction, changes in the time-table may be made during the interval between two of H.M. Inspector’s visits without referring to him (see Circular in Appendix VII., § 4). Changes in time-table.
- (4) *Permanent* changes should not, however, be made without Permanent changes.
  - (a) The permission of the *managers* ;
  - (b) A special note of the change in the log-book by the *correspondent* ;

- (c) A copy of the time-table, as corrected, being at once put up in the school. (It need not, evidently be sent to H.M. Inspector for approval, though his attention should be called to it on visits without notice, or at the annual inspection. § 5).

Temporary  
deviations.

- (5) *Temporary* deviations from the time-table should be noted by the *teacher* in the log-book, with an explanation of their reasons (§ 6).

Such changes or deviations may become necessary on several grounds. The teacher may be inexperienced, or not sufficiently acquainted with the circumstances of the district, and the time-table, however carefully drawn up, may after a short time be found not to work. Or an increase in the attendance, a change in the staff, or an alteration in the Code, may make the original scheme inapplicable to the circumstances of the time being.

The time-table should not, however, be altered or departed from, except as a rare occurrence and for strong reasons (cf. Circ., §§ 4, 6, 7).

Specific  
subjects.

- (6) If specific subjects under Art. 21 are to be taught, the time-table should provide "for their continuous teaching throughout the year." \* See Art. 21.

Distribution  
of time.

- (7) In Appendix VII., Part 2, will be found estimates of the manner in which the time assigned to secular instruction may best be distributed between the different subjects taught, in (1) boys', (2) girls', (3) mixed, and (4) infant schools.
- (8) The time for marking and closing the re-

\* It should be noted, however, that a few candidates for honour certificates are not obliged to be instructed in specific subjects in school. There is, therefore, no absolute need of provision for such instruction upon the time-table.

gisters is a point of great importance. The practice of some of our leading boards is to mark the registers, as regards all children then present, *immediately on opening the school*. Then, just before the time of final closing (which must be at least two hours before the end of the meeting), the absentees' names are called over again, and their presence or absence is finally recorded. The marks at the *first* calling over are entered in *black* ink; the rest in *red*. It is thus easy to award prizes for punctuality by counting the *black* marks only.

Time for marking and closing registers.

N.B. also that the time of final closing may be as *soon* after the commencement of the meeting as the managers choose. It is not usual, however, to fix a time much earlier than the commencement of the two hours of secular instruction, in order to give laggards all possible chance of being registered present.

Some of the leading school boards require all time-tables to be signed by the clerk of the board, on behalf of the board, before being hung up in the school or submitted to H.M. Inspector for approval. A similar rule might with advantage be adopted by the managers of voluntary schools.

Time-tables should be signed by managers.

### CONSCIENCE CLAUSE REGULATIONS.

73. In every public elementary school, also, a copy of the Regulations prescribed by s. 7 of the Elementary Education Act, 1870 (see Appendix I.), must be conspicuously put up (see s. 7 of the Act, and note to Art. 6, New Code).

Conscience Clause Regulations.

A printed copy of these Regulations may be obtained through any educational stationer.

74. It should be noted that there is nothing in

these Regulations to authorise a parent to keep his child *away from school* until the time for commencing secular instruction.

The attendance of all children *at the hour of opening school* should be enforced as a matter of discipline. Any children withdrawn from the religious portion of the school work must be provided with secular work during the time that religious instruction is being given to the rest of the school.

#### LOG-BOOK AND PORTFOLIO.

75. "In every school receiving annual grants the managers must provide out of the school funds, besides the Code for the year and registers of attendance,

- "(a) A diary or log-book;
- "(b) A portfolio to contain official letters, which should be numbered (1, 2, 3, &c.) in the order of their receipt" (Art. 34).

#### LOG-BOOK.

Log-book— 76. As regards the log-book the following points require notice:—

Rules for  
keeping.

- (1) It must be stoutly bound, and contain not less than 300 pages (Art. 35).
- (2) The principal teacher must make an entry in it *at least once a week* (Art. 36).

He should be encouraged to note in his log-book *everything* of interest in the history of the school; *e.g.* visits of managers, dates of withdrawals or appointments of teachers, cautions given to subordinates or children, illness, &c. (Art. 36); also, results of

- (1) Examination by a diocesan inspector.

- (2) Art and Science examination of scholars.
- (3) Quarterly examination of scholars and pupil-teachers.
- (4) Examination of pupil-teachers for admission to training colleges.
- (3) No entry may contain reflections or opinions *of a general character* (Art. 37).
- (4) No entry may be erased, nor may the page on which it is written be torn out. If it is disapproved, a subsequent entry to that effect must be made (Art. 38).
- (5) "The summary of the Inspector's report after his annual visit or any visit made without notice, and any remarks made upon it by the managers, must be immediately copied *verbatim* into the log-book, with the names and standing (*certificated teacher of the class, or pupil-teacher of the year, or assistant-teacher*) of all teachers to be continued on or added to or withdrawn from the school staff according to the decision of the Department upon the Inspector's report. The correspondent of the managers must sign this entry, which settles the school staff for the year" (Art. 39).

With regard to the foregoing, note specially that—

- (a) The report is to be copied into the log-book *immediately*. It is to the interest of the school that this should be done, in order that the teacher may have the report for his guidance in his work.
- (b) Not merely the Inspector's words are to be entered, but, in addition, all the observations appended thereto by the Department.
- (c) Reports on visits without notice are to be entered no less than annual reports.

(6) Whenever the managers examine the registers, they should make an entry in the log-book, mentioning the fact of their visit and the results of their examination (see Circular on Registers in Appendix XV.).

(7) All deviations from the time-table, whether permanent or only for one day, should be noted in the log-book by the teacher (see Circular in Appendix VII., Part I., §§ 5, 6. See also "Time-tables" above).

Classifica-  
tion of log-  
book  
entries.

(8) The utility of the log-book as a reference on points of importance to the school would be greatly increased by classifying the entries under several heads, *e.g.*—

- (a) Reports of H.M. Inspector and visits without notice; and reports of Diocesan Inspector.
- (b) Results of examinations (a) by Science and Art Department (b) of pupil-teachers for admission to training colleges.
- (c) Visits of managers, and their remarks upon such visits.
- (d) Results of quarterly examinations.
- (e) Appointments, resignations, and absences (from illness or other causes) of teachers; and holidays.
- (f) Complaints of, or cautions to, assistants, pupil-teachers, or monitors.
- (g) Ordinary progress, and matters not falling under any of the above heads.

About one-third of the pages at the beginning of the book might be set aside for the last head of "ordinary progress;" the rest being distributed between the other heads.

## PORTFOLIO.

77. The best portfolios are those which are of The best portfolio.  
a size to contain open sheets of foolscap.

They should be provided with an index.

The best mode of keeping the correspondence The best way to keep it.  
is—

- (a) To place in it all letters received open without their envelopes.
- (b) To *number* each letter as it is received, and to enter in the index against the corresponding number a *short account* of its contents (*e.g.* “Letter from the Department, recognising the appointment of —”).
- (c) To keep the letters in the order of their numbers.
- (d) Before dispatching any letter on official business to make a complete copy of it, and to file the copy (numbered and indexed) in the same way as if it were a letter received.

In this way you have a regular book of all the correspondence affecting the school arranged in order of date.

78. Under this head it may be as well to state that Letters to the Department  
all letters addressed to the Education Department, or to H.M. Inspector, should be

- (a) Written upon white foolscap, with a wide margin on the left hand of the 1st and 3rd, and on the right hand of the 2nd and 4th pages.
- (b) Headed with the full name of the school, and of the county in which it is situated.

79. Letters addressed to H.M. Inspector, *at his private residence*, must be stamped. They need not be stamped if addressed to the Secretary of the Education Department, or to H.M. Inspector, *at the Education Department*. and to H.M. Inspector. Letters to the Education Depart-



ment should be addressed, "The Secretary, Education Department, Whitehall, London, S.W."

### ACCOUNTS.

80. "Before any grant is made to a school, the Department must be satisfied that accounts of income and expenditure are accurately kept by the managers, and duly audited" (Article 17, *g*).

In Appendix VIII. will be found a copy of a circular on this subject issued by the Department, and which is so clear as to require hardly any comment.

Books for keeping accounts, according to the principles recommended by this circular, can be obtained from any educational stationer.

81. The two following points require special notice.

(a) The auditor should be a person *entirely unconnected with the school*. If, as is frequently the case, he is one of the managers, he is like a partner auditing the partnership accounts.

(b) In making out accounts for a period ending with a given day, do not include sums paid or received subsequently to that day, notwithstanding that the transactions to which they relate belonged to the period in question; *e.g.* in accounts for the year ending 31st March, do not include the price of books *procured* in the preceding February, but not paid for till the following April.

Auditor  
should not  
be a ma-  
nager.

Managers'  
certificate as  
to accounts.

82. On page 1 of the "Managers' Return," the managers have to sign the following certificate:—

"That the school registers and books of account have been so kept as to leave no doubt respecting the accuracy of the entries in this form that are taken from them."

As the payment of the grant depends (*inter alia*) upon this certificate, the managers signing it should

assure themselves that they can, *of their own personal knowledge*, testify to its truth.

83. On page 3 of the same return (in the case of all except board schools) the treasurer has to sign this certificate :—

Treasurer's  
certificate.

“I hereby certify that, according to the best of my knowledge and belief, (1) the foregoing is a true and complete account of the sums actually received and actually spent on account of the above school in the year ended —, and I further certify (2) that no paid officer of the school is included among its contributors, or the contributors to any fund out of which the school is supported, and (3) that no part of the amount returned as school-pence (No. 5 of income) has been contributed by the general funds of the school, or has been returned to the children without being accounted for, under No. 8, as a payment.”

Before signing this he should assure himself of the absolute accuracy of each of the three several statements in the certificate.

#### REGISTERS.

84. Registers are an essential part of the apparatus of every school, whether public elementary or certified efficient. See Art. 34 and Appendix II. to this book.

This subject will be found fully dealt with in paragraphs 164—168 below.

## PART III.

### TEACHERS.

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#### IMPORTANCE OF DUE SELECTION OF HEAD TEACHER.

85. There is no more important part of the duties of managers than that of selecting the head teacher, on whom the efficiency of the school must depend ; whose inefficiency, however perfect all other arrangements may be, must be fatal to its due progress.

#### ADVERTISEMENTS, ETC., FOR TEACHERS.

How to obtain teachers.

86. Managers in want of a head teacher will probably adopt one of two courses, viz. : (1) They will advertise, or (2) they will apply to the principal of a training college (see list of training colleges in Appendix X.).

The latter course is not to be depended upon except about Christmas, at which time the annual examinations for certificates take place, and the students who have undergone such examinations leave their colleges for the charge of schools.

By it, also, you must not expect to obtain a teacher of much experience. It is, of course, possible that the principal may know of a former student who is in want of a school ; but, as a rule, the only candidates he will have to

offer you will consist of young people who have just completed the one or two years of their college course, and have never been in charge of a school.

As regards this class of teachers you cannot, probably, obtain much better evidence of their capacities than can be supplied by the principal under whose charge they have been for the past year or two. An account of their previous career as assistant or pupil-teacher should also, if possible, be procured; and a personal interview with each candidate is in all cases desirable.

87. Every such advertisement or application should set forth (in addition to the *sex* and *standing* of the teacher required, and particulars as to *salary*, &c.) the "*average attendance*" at the school, its *present condition of efficiency* (for if it should be in a backward condition you require a teacher of exceptional vigour and capacity, and not easily disheartened), and *the character of the population supplying its scholars*. These particulars will, perhaps, save you the trouble of considering applications from candidates who are obviously unsuitable.

Contents of advertisement or application.

#### POINTS TO BE CONSIDERED IN SELECTING TEACHERS.

88. One important point to be considered in selecting from among a number of candidates is the official status of the applicants. If the "*average attendance*" in your school exceed sixty, avoid engaging a teacher whose certificate is not of either the first or the second class.

Official status.

Holders of third-class certificates (which may be gained either by passing in the 4th division at the examination for certificates, or, without examination, by fulfilling the conditions of Article 59) are not entitled to take charge of pupil-teachers. Hence, as a pupil-teacher is

required, on pain of a deduction from the grant, if the average attendance exceeds sixty, the engagement of a third-class teacher would, under such circumstances, place you in a difficulty as regards your subordinate staff. In fact, a third-class teacher should not be engaged even for a school in which the average attendance falls far short of sixty, unless the managers propose to employ, in addition, an assistant under Art. 79 or Art. 32 C (3). It is very rarely the case that a school, however small, can be efficiently worked without an under-teacher. Cf. Appendix XII.

Holders of "provisional" certificates (not to mention holders of a very exceptional class of certificates issued to the teachers of small and isolated schools under Article 59 [b]) are not reckoned as certificated at all, except as regards schools whose average attendance does not exceed sixty (see Art. 60).

Length of  
service.

89. Managers should also carefully consider whether their school is such as may be safely intrusted to the charge of a teacher fresh from a training college.

Managers of large schools will, as a rule, act wisely in not appointing teachers *to the charge* of one of their schools unless they have been trained for two years, have passed in the first or second division at the certificate examination on the papers of the second year, and have *actually received their parchments*; the last of which conditions involves service in a school for at least fifteen months after leaving the training college.

Managers of less important schools are often unable to be equally particular. Still, generally speaking, they will do well to make an attempt to secure a teacher who holds a parchment certificate,

rather than a "probationer." Apart from other considerations, young teachers are too much in the habit of taking schools with the purpose of leaving them as soon as they have gained their "parchments."

90. Managers should also consider what evidence of the capacities of the applicants is obtainable from their certificates.

Points to be considered under this head are:—

(1) Of what class each certificate is.

If the certificate is of the first class, it implies that the holder *has been* a fairly capable and successful teacher (see Art. 54). The *continuance* of his efficiency to the present time should, however, be ascertained by reference to H.M. Inspectors' entries upon his certificate.

Value of a certificate of the first class;

If the certificate is of the second class, *and has been in force for ten years*, inquire why it has not been raised to the first class (see Art. 55). If it has not been so long in force, it implies no inferiority in the holder to the holder of the first-class certificate except in the length of service (Art. 54).

of the second class.

Parchment certificates are not issued for at least fifteen months after the passing of the examinations (see Art. 51). If more than fifteen months have elapsed since the applicant was examined for a certificate, and he has no parchment certificate to show, inquire whether its non-issue is due to unfavourable reports or simply to the non-fulfilment of the technical requirements of Article 51.

Cause of delay in issue of "parchment."

(2) *In what division* the holder was placed at the examination for certificates. (This appears on the face of every certificate)

Importance of place at examination.

Neither first-class nor second-class certificates imply an equal measure of attainments in their holders; seeing that candidates who pass their examination in *either of the three first divisions* are placed in the second class (Art. 54); and that certificates of the second class are raised to the first class by good service alone.

Value of  
certificates  
of the third  
class.

Third-class certificates imply attainments of a very moderate order, seeing that their holders must either have obtained them without examination (Art. 59) or have been placed in the fourth (lowest) division at their examination.

The evidence of the capacity of its holder afforded by a certificate of the first or second class is chiefly of importance where the teacher engaged will have to instruct pupil-teachers. The division in which a candidate passed affords but very slight evidence of his power to conduct a school efficiently, for it is only in the case of students who have resided two years in a training college that any marks are given for *teaching* at the examination.

As regards evidence of *teaching capacity*, the next point requires careful consideration.

Evidence of  
teaching  
capacity and  
experience.

- (3) Upon what qualifications *in respect of previous teaching experience* the holders were admitted to examination. (This also appears upon the face of every certificate.)

The examination for certificates is open to—

(a) Students who have resided for at least one year in training colleges under inspection;

(b) Candidates who are upwards of 21 years of age; and have either

(1) Completed an engagement as pupil-teacher satisfactorily;

(2) Obtained a favourable report from an inspector;

(3) Served as assistants for at least six months in schools under certificated teachers.

The order in which the above qualifications are set out pretty accurately represents their value in order of merit. A student who has been *two* years in a training college is more likely to be an efficient teacher than one who has resided there *one* year only; a student who has resided one year only is more likely to have acquired skill in teaching than a candidate whose sole instruction in the art has been received during his career as a pupil-teacher, and so on.

- (4) What is the nature of the entries which have from year to year been made by H.M. Inspectors upon each certificate? Entries on parchment

If possible, look at each certificate itself. If this is not possible, call for a copy, *in order of date and with the date of each entry*, of all the entries.

Consider these *as a whole*. Do not be decided by one or two good entries amid a number of bad ones, or *vice versa*; unless, indeed, the exceptional ones form the *conclusion* of the series, in which case they should be specially considered. should be considered as a whole.

The *technical* terms ordinarily employed by H.M. Inspectors in entering their verdicts upon certificates are, "excellent," "very good," "good," "creditable," "very fair," "fair," "pretty fair," "moderate," "very moderate." Of these no- Technical terms of H.M. Inspectors.



thing below "fair" should be regarded as in any degree "satisfactory."

Inspector's  
standard.

It should be observed, however, that while a really bad entry by any inspector may be accepted as damaging to the applicant, the marks "fair," "very fair," "fairly good," and the marks "good," "very good," "excellent," will vary in significance according to the practice of the inspector who uses them; whose standard should, if possible, be ascertained where an entry or group of entries is of consequence.

Evidence  
obtainable  
from testi-  
monials.

91. The evidence obtainable of the capacities of the applicants *from testimonials* has also to be considered.

- (1) Be sure that the testimonials submitted to you are *originals*. See also that the *whole intervening time* between the date of the earliest one and the present time is covered by them.
- (2) Before finally engaging any applicant, write yourself to the managers of his late or present school, and, in addition to the ordinary and obvious inquiries as to his *character, conduct, and attention to duty*, ask whether in their opinion he is well suited to *such a school as yours*, describing its *size, present condition of efficiency*, and the *character of the population supplying its scholars*.

Instructions  
of Liverpool  
School  
Board on  
appointment  
of teachers.

The following is a copy of the instructions given by the Liverpool School Board to their managers for their guidance under this head:—

"In considering the various applications, managers should insist on a reference to the present, or, if the applicant is not engaged, to the last employers, and should distinctly ask the referees the following questions, viz. :—

“(a) Do you know his moral character to be good?”

“(b) What is his capacity for managing a large establishment?”

“(c) Has he discharged his duties with energy, system, punctuality, and good faith?”

“(d) Has he maintained good discipline without undue severity?”

“(e) Has he exercised a healthy influence over the children and their parents?”

“(f) Was he courteous in his manner?”

And, if the applicant has been the head of a department,

“(g) What was the average attendance of the department under his charge in the year preceding his appointment, and at the time of his leaving, or of his making application?”

(Care must be taken not to found conclusions on the difference between the attendance on the day when a teacher takes charge of a department, if it be the opening day, and the average attendance at the date of his leaving, or of his application, as there are numerous reasons why the former should be much lower than the ordinary attendance later in the same term.)

“(h) What was the grant per head on the annual average attendance at the last Government inspection?”

(If the grant has been low, or has suffered reduction, the managers are recommended to communicate (personally if possible) with H.M. Inspector for the district as to the cause). ”

92. The *physique, bearing, and manners* of the candidates should also be carefully noted, in case a personal interview with each of them (a highly desirable thing) is feasible. It is also desirable, as increasing

Personal  
qualifica-  
tions of  
teachers.

your chance of effecting a permanent engagement, that *each candidate should see something of the school and its surroundings.*

A short conversation with candidates, also, may clear up difficulties and misunderstandings which have arisen in the course of correspondence.

#### PECUNIARY ARRANGEMENTS WITH TEACHERS.

93. The nature of your relations with your head-teacher may be very considerably affected by the arrangement you make with him as to the mode of his payment.

It is too common to find the salaries of teachers depending to a considerable extent upon the grant and school-pence.

94. The objections to giving a teacher a share of the grant are—

Objections  
to giving  
teachers a  
share of the  
grant.

(1) The temptation under which it places him to tamper with the registers. Almost every shilling of the grant depends in the first instance upon the attendances of the children as registered.

Far be it from us to suggest that any considerable number of teachers would under any circumstances succumb to such a temptation. It is, however, unfortunately the case that a few have been found wanting in the necessary strength of principle; and we do not hesitate to express our distinct opinion that it is not fair to subject any teacher to such an ever-recurring temptation as lies in the fact that, when he has a share in the grant, every mark he makes in the registers is of pecuniary importance to himself.

(2) He is tempted to regard the school and the children as a mere machine for money-making; referring every question to its bearing upon the prospects of "grant;" subordinating

the culture and general intelligence of the children to their bare "passes" before H.M. Inspector; contenting himself with aiming at nothing beyond mechanical success in the standard in which the Code obliges him to present each child, notwithstanding that many of the children are capable of "skipping" a standard, or at any rate making a substantial advance towards a higher standard than that in which they are to be presented.

(3) The authority of the managers over the school is seriously impaired. If the whole of the grant practically belongs to the teacher, he is naturally inclined to regard the managers' visits as almost intrusive. Even if his interest in the grant is a comparatively small one, he may, on any exercise of authority over him, complain that the managers are upsetting his arrangements and "taking the bread out of his mouth."

If managers wish to have full authority over their own schools, and to be free to discharge to the best of their power the responsibility which rests upon them, of seeing that the children for whom they profess to provide education do in fact receive the best possible education that the circumstances of the school will admit of, they will give their teachers as small an interest in the grant as can possibly be arranged. By far the best plan is to give them none at all.

There is, however, in schools employing pupil-teachers, a small portion of the grant which in no way depends upon registration, and part of which may with advantage—indeed, with the express recommendation of the Committee of Council—be assigned to the teacher. This is the sum earned by pupil-teachers on passing "Well" or "Fairly," under

Part of grant which may be given to teachers.

Article 19 E of the Code; a note to which Article says, "This grant should be divided between the teacher and pupil-teachers in such proportions as the managers may determine."

Objections  
to teachers'  
taking a  
share of  
school-  
pence.

95. The objections to teachers sharing in, or even taking the whole of, the school-pence are not equally strong. Such arrangements, however, tend to give the teacher too much power in questions as to the *amount* of the fees to be charged, and to throw into his hands matters between the school and the children's parents which should be settled by the *managers*.

A "model"  
salary.

96. According to our views, a "model" salary would consist of the following items:—

(a) A fixed sum, rising in some stated proportion to the increasing numbers of the children, and to length of service.

(b) A "bonus" at the end of the year, provided the teacher's work during the year, as tested by the *Inspector's report* (not merely by the "percentage of passes," which is in some respects a very illusory test), and by the *managers' own observation* (in case they should think the Inspector has failed to appreciate any special difficulties or drawbacks), is satisfactory.

(c) A further bonus, provided results of special excellence are shown.

(d) A payment for the instruction of each pupil-teacher, reducible on such pupil-teacher's passing an unsatisfactory examination.

The London School Board pay £5 for the instruction of each male, £4 for that of each female, pupil-teacher. These payments are reducible by twenty-five per cent. if the pupil-teacher passes unsatisfactorily, by fifty per cent. if he fails altogether.

The Sheffield School Board pay at the same rates, but withhold the whole in case

of failure, and deduct 15s. for every *subject* failed in.

(e) A fixed share (say one-half or two-thirds) of any grant earned under Article 19 E.

### GENERAL RELATIONS OF MANAGERS TOWARDS TEACHERS.

97. Managers should see that their teachers do not undertake any employment out of school likely to interfere with the efficiency of their work in school.

Employ-  
men- of  
teacher out  
of school.

It may, of course, occasionally happen that the teachers of small schools, or of larger ones without pupil-teachers, have time after school hours and upon holidays for other employment. But as a rule the duties connected with the school alone of themselves lay a sufficiently heavy tax upon the energies of teachers; and their managers will generally be acting with the truest kindness towards them, no less than in the interest of their schools, by discouraging all such extra work, and encouraging the teachers to avail themselves of all possible opportunities for relaxation and recreation. Many teachers need to be "saved from themselves" in this respect.

98. The subject of holidays also requires the managers' attention.

Holidays.

Not only managers but teachers whose income depends to any extent upon the grant and school-pence, are exposed to the temptation of shortening the holidays as much as possible; and they are sure to be encouraged in this course by parents whose comfort is enhanced by the absence of their children at school.

We are sure, however, that any undue curtailment of holidays on such grounds is most unwise. A few extra pounds at the end of the year are dearly

purchased at the cost of the impaired efficiency, loss of vital energy, and probably shortened life, which are the certain result of heavy work unbroken by sufficient periods of rest to allow nature to "re-create" the exhausted tissues of brain and muscle.

Agreement  
as to holi-  
days among  
schools in  
same dis-  
trict.

Where the school is one of a number in the same town or district, it is very desirable that a "convention" should be entered into by the different bodies of managers, so that the times of holidays for all the schools should coincide as nearly as possible.

Extra hours  
objection-  
able.

99. Special care on the part of the managers is needed to prevent both teachers and children from being overworked towards the end of the year. The "keeping in" of children beyond the time-table hours in view of a coming examination should be discouraged. Such extra hours will seldom be needed if the school has been properly worked all the year through.

100. Generally, the care of the managers for their teachers should extend to—

(a) Supporting their authority in school, and (b) otherwise furthering their efforts by every means in their power.

In return for this they should expect and require good hearty work throughout the year, careful attention to all the rules of the school, and the maintenance of thorough discipline and the inculcation of a sound moral tone among all the under-teachers and scholars.

#### ANNOUNCEMENT OF APPOINTMENTS, &C., TO THE EDUCATION DEPARTMENT.

101. Immediately upon engaging a teacher, the managers should announce the engagement (giving the full name and such other particulars as may seem

desirable for purposes of identification, also the exact date of entry upon duties) to the Education Department (see Article 17 [e]).

be at once notified to the Department.

This is not only explicitly directed by the above Article, but is to the interest of the managers themselves; for a record of the career of every teacher is kept in the Education Office, and managers are at once informed, in answer to their communication, of any fault which has been recorded against the teacher in question, or are otherwise put upon their guard.

102. Notice should also be given to the Education Department of any "change in the staff" (see Art. 17 [e]) through a teacher's leaving or being dismissed.

#### ASSISTANT-TEACHERS.

103. Assistant-teachers are of four classes—

- (a) Certificated teachers, who do not require separate mention under this head (see above, pp. 50—58.)
- (b) Pupil-teachers, who have completed their engagements with credit (Art. 79).
- (c) Persons, whether pupil-teachers or not, who have passed satisfactorily the examination for admission to training colleges (Art. 79).
- (d) Women above 18, approved by the Inspector, and employed in mixed, girls', or infant schools (N.B.—not in boys' schools). (Art. 32, c. 3).

Assistant-teachers of four classes.

Classes (a), (b), and (c) rank as equivalent to two pupil-teachers; class (d) as equivalent to one pupil-teacher only.

104. As regards *evidence of capacity*, this should, in the case of assistants of classes (b) and (c) who have been pupil-teachers, be forthcoming from the managers under whom they have served.

Evidence of capacity.



In the case of assistants of class (c) who have not been pupil-teachers, and of class (d), it is very possible that they may have had little or no experience in schools. You will therefore have to engage them to a great extent "in the dark." You may with advantage, however, should an opportunity offer, first set them to teach a class in your school; in which case, with the help of the head-teacher under whom the assistant is to serve, you might form a pretty accurate conclusion as to their powers (see pp. 112—115, as to points to be noticed in judging of teaching).

Should be  
looked after  
by man-  
agers out of  
school.

105. Having regard to the extreme youth of most assistant-teachers, managers should not confine their interest in them to the time during which they are employed in school.

They should see, for instance, that they are comfortably lodged with respectable people, and in quarters where they may carry on their private studies without disturbance or inconvenience. They may also usefully encourage them in those studies, and give them such help (by lending books, &c.) as may lie in their power. In the case of female assistants, lady managers may be of special service to them in the above respect. Female assistants should not be engaged to serve under a master without the sanction of the Education Department being first obtained.

Appoint-  
ment, &c.,  
should be  
notified.

106. As in the case of certificated teachers, and for similar reasons, the appointment, leaving, or dismissal of any assistant-teacher should immediately be notified to the Education Department.

In particular, managers should be careful before engaging an ex-pupil-teacher as assistant, to ascertain from the Department whether he or she has in

fact "completed his or her engagement with credit."  
(See Arts. 60, 78 (note), and 79.)

### PUPIL-TEACHERS.

107. Pupil-teachers are boys and girls apprenticed to the managers under conditions stated in Article 70. Conditions of apprenticeship.  
A copy of the form of agreement under which they are "bound" is given in Appendix XI., Part I.

(1) They can only be apprenticed to serve under teachers holding certificates of the first or second class.

(2) Boys cannot serve under a mistress. Girls serving under a master must receive no instruction from him out of school hours except in the presence of some respectable woman. Female pupil-teachers under master.

(3) Not more than three pupil-teachers can serve under one certificated teacher. Number of pupil-teachers.

Therefore, if the average attendance exceeds 180, it will be necessary to have either an adult assistant (*mem.* it is only in mixed, girls', and infant schools that an assistant under Art. 32, c. 3, can be employed) or two stipendiary monitors.

If a fourth pupil-teacher is required, it will be necessary to engage a second teacher holding a certificate of the first or second class.

(4) Candidates for pupil-teachership must be fourteen years old *on the last day of the school year* \* (*i.e.* on the last day of the month preceding the month in which the school is inspected). Age of candidates.

(5) Pupil-teachers are, as a rule, engaged for four years. They may, however, be engaged for shorter Length of engagement.

\* In case of a candidate's only falling short of the required age by a few weeks or months, managers may secure him as a pupil-teacher, without waiting till their next inspection comes round, by getting some neighbouring school (the inspection of which falls due in a sufficiently late month) to present him as a candidate, and immediately to transfer him.

terms; viz. for three years, provided they are fifteen years old, and pass the examination for the end of the first year, or for two years, provided that they are sixteen years old, and pass the examination for the end of the second year.

Extension  
of ap-  
prenticeship  
in certain  
cases.

Under the memorandum of agreement now prescribed, a pupil-teacher failing in his examination may, *on the application of the managers to the Education Department*, have his engagement lengthened a year (see Memorandum of Agreement, paragraph 4). He has then, at his next examination, to take again the papers in which he failed.

*E.g.* A pupil-teacher whose apprenticeship expires in 1881 fails at his examination in 1879 (the end of his second year). He has thereupon to serve until 1882, and has in 1880 again to undergo the examination for the end of the second year.

A similar extension of apprenticeship and repetition of course have been effected even in the case of pupil-teachers apprenticed under the old form of agreement. In these cases, however, the consent of *all the parties to the agreement* has had to precede the application to the Education Department; whereas under the present form of agreement the change can be made irrespective of the wishes of the pupil-teacher and his surety.

Preliminary  
conditions.

(6) Pupil-teachers are only reckoned as part of the school staff on condition that they "pass the examinations and produce the certificates specified in Schedule I., Article 70 E." See also Article 32 C. A copy of Schedule I. is given in Appendix XI., Part II.

## SELECTION OF CANDIDATES FOR PUPIL-TEACHERSHIP.

108. Before a young person is selected as a suitable "candidate" for pupil-teachership, the managers should satisfy themselves that he is thoroughly fitted for the post—

(1) *Physically, by health, life, and energy.*

Do not be satisfied with a mere doctor's certificate of "freedom from organic disease." A pupil-teacher's duties are very laborious, and, if he is to prove himself efficient, he must discharge them without undue effort.

Qualities to be sought for in "candidates."

See, therefore, that his physique is satisfactory, and that his general appearance denotes complete health. See also that he is well endowed with vital energy. Watch him at cricket or football (if a lad does not care for these or similar games, the chances are greatly against his success as a teacher, for vital energy is almost certain to be wanting), or, in the case of a girl, observe her in front of her class or among her own young friends; and you can very soon satisfy yourselves on this point.

Physical.

(2) *Morally, by character, temper, and inclination for the profession.*

You will have by far the best opportunity of forming a correct opinion upon these points if the candidate has been for some time previous in your own school, either as scholar or monitor. Indeed, it is far the wisest plan—when the supply is sufficient—to confine appointments to pupil-teachership to such scholars or monitors. The new "stipendiary monitorships" (see below) will afford a capital preliminary training for and means of selecting candidates. If monitors are given to understand that they will have the first claim to vacant pupil-teacherships—provided, of

"Monitors" should have first claim.

course, that they deserve it—they will be stimulated to do their very best ; and after two years' employment you need have little doubt as to their physical and moral qualifications, while their own inclination for the work will also have been most effectually proved by the fact of their still desiring to go on with it.

Under the head of "Character," the nature of their homes should be most carefully considered.

Candidates  
at home.

If possible, select the children of parents somewhat superior in point of education to their neighbours, and not only thoroughly in earnest in their wish to devote their children to the teaching profession, but anxious to use their important influence with them to secure their punctual and painstaking attention to their studies at home and their duties at school.

In the play-  
ground.

If possible, observe the demeanour of candidates in the *playground*, where they will be off their guard, and will then show their general dispositions more plainly than under the restraint of the schoolroom. Observe particularly whether they appear *popular* among their playmates, and whether they seem *fond of children*—two essential requisites for a successful teacher.

Mental  
qualities.

(3) *Mentally, by good sense and intelligence, rudimentary acquirements, and capacity to instruct others.*

Good sense and intelligence (without which it is impossible that he can *teach* satisfactorily) may well be tested by hearing him read a paragraph in a newspaper, and holding a general conversation with him upon it.

Preliminary  
examina-  
tion of can-  
didates by  
managers.

His acquirements will, of course, be tested by H.M. Inspector before he is allowed to be apprenticed. Still, you will do well to test him for yourself by a preliminary examination\* which, in case of failure, will save both the

\* The extent of the examination to which candidates are subjected by the Education Department is shown in Part II. of Appendix XI.

managers and the candidate from disappointment at the result of the Government examination, and will give you time to prepare another candidate. This is in fact the plan pursued by the leading school boards in the country.

His teaching capacity will be best tested by observing him (from time to time, rather than during a set lesson) at work with a class. If he is a "stipendiary monitor," or has for some time past been employed as an ordinary monitor, you should be in a position readily to make up your mind on this point.

Unless he is able to *attract* and *enforce* attention throughout his class, and to talk to them with some degree of confidence and intelligence, you will do well to reject him.

Too great care cannot be exercised in making this choice. It is true that the memorandum of agreement contains provisions under which unsatisfactory pupil-teachers may be dismissed on six months' notice, or even summarily in gross cases of "idleness, disobedience, or immoral conduct." But conduct gross enough for summary dismissal is, happily, rare; and the injury which a sickly, lazy, ill-tempered, uninterested, stupid, or backward pupil-teacher may inflict upon a school during such a period as six months may be very considerable. Besides, there are often practical difficulties in the way of removing pupil-teachers against whom no definite fault can be alleged, but whose general work is to their managers and teachers plainly unsatisfactory—*e.g.* their dismissal may give offence to persons connected with the school or of local influence.

Importance  
of right  
choice.

## RELATIONS BETWEEN MANAGERS AND PUPIL-TEACHERS.

Personal  
interest of  
manager in  
pupil-  
teacher.

Quarterly  
examina-  
tion of  
pupil-  
teachers  
desirable.

Pupil-  
teacher's  
note-book.

109. Having chosen your pupil-teacher, you should next consider his relations with yourself and his master. As regards yourself, take the trouble to show him that you are interested in his progress throughout the year and at his annual examination. Help him, where you have the knowledge and opportunity, by advice as to his reading and teaching; upon which you should keep yourself informed through the teacher, and through your own observation both of his general work in school and of set lessons. The pupil-teacher's syllabus (see Appendix XI., Part II.) should be treated in precisely the same way as that of the children; *i.e.* divided into three portions for study during the first, second, and third quarters of the school year, and examination at the end of each of them. The managers should acquaint themselves with the result of these quarterly examinations of the pupil-teachers, if they do not take part in them; and should see that records of their results (as also of illnesses of pupil-teachers, and of other irregularities in their studies and teaching) be entered in the log-book by the principal teachers.

It is a good plan to require each pupil-teacher to keep all his principal exercises, notes of lessons, &c., in a book; and to call for this book from time to time in order to see (*a*) how the pupil-teacher has done his work, (*b*) how it has been revised by the head-teacher.

## RELATIONS BETWEEN TEACHERS AND PUPIL-TEACHERS.

110. It is of eminent importance that the relations between teachers and pupil-teachers should be those of thoughtful sympathy on the one side and of affectionate respect on the other.

With regard to instruction, the teacher, whilst endeavouring to interest his pupil in his studies, should avoid a temptation to lay undue stress upon those subjects for which he has himself a special taste. He should refuse to pass an ill-prepared lesson, and require it to be studied again with the next one of the same kind. He should make sure that principles are so thoroughly grasped in mathematics that arithmetical and algebraical problems are mastered with ease, propositions of Euclid demonstrated after due construction of the figure with *any* letter, and without the omission of one link in the chain of proof. He should see that the pupil-teacher's knowledge of grammar, geography, and history are practically applied to the accurate analysis and parsing of sentences, to map-drawing from memory, and to the reproduction of historical facts on paper in the teacher's own words—not in those of the book.

In school the teacher should set his pupil-teachers the example of personal cleanliness and neatness, of undeviating punctuality, of unfailing regularity in the keeping of registers, and of strict attention to his other duties in school. He should, if possible, form an opinion of some part of every lesson given by each of his pupil-teachers, and frequently require *all* of them (not merely those whose exercise at the Government examination will be “notes of lessons”) to prepare notes of lessons for him; watch

Instruction  
of pupil-  
teachers.

Their super-  
vision in  
school.



them give the lesson so prepared; and accustom them to take critical notes of the method, matter, and manner of each other's lessons. He should not comment on his pupil-teacher's faults in instruction and school-keeping before their classes, but after the dismissal of school.

Female  
pupil-  
teachers  
should not  
stand too  
long.

The teacher should take care that female pupil-teachers do not stand too long continuously. The managers would do well, in all schools served by female pupil-teachers, to provide something in the nature of "prie-dieu" chairs. It is a great rest to a girl, after long standing, to kneel on one of these chairs.

Further information of great value on the above subject may be found in (a) a book of "Instructions to Pupil-Teachers," issued by the Liverpool School Board; and (b) a pamphlet on "Pupil-Teachers," by Rev. A. E. Northey, Principal of the Bishop Stortford Training College. See also Appendix XI., Part III. A.

On the subject of the managers' relation to pupil-teachers, chapter vii. of Canon Wenham's "School Manager" will well repay perusal.

#### STIPENDIARY MONITORS.

Stipendiary  
monitors.

111. Stipendiary monitors (Art. 70 [i] [k]) are boys or girls employed in pairs,\* such a pair ranking, under certain circumstances, as equivalent to a pupil-teacher.

112. In selecting them, the same physical, moral,

\* This expression is, perhaps, not strictly accurate, seeing that they do not, as a rule, *work* together. The idea intended to be conveyed is, that a single stipendiary monitor does not count at all towards the staff, while *two* may count as equivalent to a pupil-teacher.

and mental qualifications should be sought as have been mentioned above as regards pupil-teachers.

Other points requiring notice are—

- (1) They must be *twelve years old* at the date of appointment.
- (2) They must, *at the time of appointment*, pass in Standard 4, 5, or 6, and must pass the next higher standard at the end of the next year.
- (3) They must assist in the school for *not more than three hours* each day; and must, during the rest of the school hours, *receive special instruction* either by themselves or in one of the higher classes of the school.
- (4) *Only one* pupil-teacher can, in any one school, be replaced by stipendiary monitors.

#### THE GIVING OF TESTIMONIALS.

¶13. Intimately connected with the foregoing question of the selection of teachers is that of the duty of managers to brother-managers as regards the giving of testimonials and the answering of references as to character. Managers' testimonials

Before giving any account of a teacher to those whom your account will influence as regards his engagement, consider carefully what your opportunities have been of judging of his character, conduct, attention to duty, and efficiency. If you cannot speak with confidence on any of these points, be careful to say so. And do not let your high opinion of a teacher's character and conduct in private life blind you to any want of attention to duty, or *vice versâ*. Further, because a teacher's attention to duty has satisfied you, do not feel necessarily bound to say (or imply) that he has also proved himself efficient.

Inquiries as to character are often so vaguely worded that a mere literal answer may be most mis-

leading. Managers will be doing a real service to the cause of education if they will, in the case of every such inquiry, faithfully state their honest opinion of the teacher's *character, conduct, attention to duty, and efficiency*. Such inquiries and answers would, as a rule, be much more effectual if marked "private."

#### MANAGERS' CERTIFICATES AS TO CONDUCT, ETC., OF TEACHERS.

Managers' certificate as to conduct of teacher.

114. Managers, whose schools have during the year undergone a change of teachers, are required by the Department to answer the following question (on page 1 of the "Managers' Return") respecting each teacher who has left since the last inspection: "Whether the managers were satisfied with such teacher's character, conduct, and attention to duty."

This question should be scrupulously answered. The answers given to it in the main constitute the record of the career of teachers to which we have referred above (p. 63).

It need not be answered by a bare "yes," or "no;" e.g. it may be answered thus: "Yes, as to character and conduct; No, as to attention to duty." Or, "Fairly on the whole."

The above applies equally to the similar questions respecting pupil-teachers and assistants asked on pages 6 and 7 of the same return.

#### NATURE AND AMOUNT OF SUBORDINATE STAFF.

115. A further very important point coming under the head of teachers is the nature and amount of the subordinate staff.

Minimum of staff required by

A certain *minimum* of staff is prescribed by Article 32 (c); according to which

No pupil-teacher is required for the first 60 scholars. the Department

One pupil-teacher is required for any number of scholars between 61 and 100 inclusive.

Two pupil-teachers are required for 101 to 140 scholars: and so on, every 40 additional scholars requiring an additional pupil-teacher.

(A certificated assistant-teacher, or a teacher recognised under Art. 79, is equivalent to two pupil-teachers. Two "stipendiary monitors," or an assistant recognised under Art. 32, c. 3, are equivalent to one pupil-teacher.)

When the average attendance exceeds 220, a second adult teacher (certificated, or under Art. 79) is required. (Art. 70 h.)

116. This minimum, however, must not be regarded as necessarily sufficient for the due working of the school. *Without* this minimum the school is liable to a deduction from the grant under Article 32 c. It by no means follows that with this minimum it will be satisfactorily organized (see Art. 19, a. 3) or efficiently taught. Indeed, it is practically certain that a school worked with a minimum staff will fall far short of satisfactory results; or, if the teacher be possessed of extraordinary capacity and industry, will grievously overtax his powers. not necessarily sufficient.

The practical point to be attended to under this head is that the staff be *sufficient to keep the whole school continually in full and effective work.*

The younger the children the more continual attention do they require. Hence, in an infant school—unless *very* small—a teacher should be provided for every class. Standard I., again, should generally have a teacher entirely appropriated to it. It is only in the case of children of sufficient age to be left to study alone that the staff may be calculated upon the footing of

their teacher's services being at times available for another part of the school.

Care should be taken that the classes assigned to teachers are not too numerous for them to manage. Teachers under the rank of certificated assistants, or assistants under Article 79, should hardly ever be allowed to teach classes containing more than 30 children. This point should, however, be *practically* tested by watching each teacher at work, and observing whether every child in his class is receiving a proper share of attention.

Where the scholars are exceptionally rough, and exposed to no good influences at home, a much stronger staff will be required than where the conditions are all favourable.

Supernu-  
merary  
pupil-  
teachers.

Managers confer a great boon upon pupil-teachers (a very hard-worked class) by employing rather more of them than the actual work of the school requires, so that each may in turn be set free from teaching for an hour or two, which may be devoted to private study.

Further information upon this point will be found in Appendix XII.

## PART IV.

### SUPERVISION.

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#### IMPORTANCE OF SUPERVISION OF SCHOOLS BY MANAGERS.

117. Besides providing the school buildings and furnishing them with all requisites, it is the duty of the managers, no less than their interest, to keep the progress of their schools under constant supervision. Importance of supervision.

This is their *duty*, both because by receiving children into their schools they render themselves responsible for their proper instruction, and because at the end of each year they are required to sign papers which they cannot properly sign without personal acquaintance with the facts to which they pledge themselves. It is their *interest*, because the progress of the schools is sure to be increased by judicious supervision; and increased progress means an improvement in the morals and intelligence of the large majority of the young in a parish or neighbourhood, to say nothing of the material advantages resulting from the better state of the school itself.

### MANNER IN WHICH ANNUAL GRANTS ARE EARNED.

118. Before entering upon our suggestions for the supervision of schools in all the branches of their work, it may be well to give a general sketch of the ordinary "curriculum" of a public elementary school, and of the manner in which the annual grant depends upon the several details of such curriculum.

General purpose of schools.

119. The purposes for which schools are established may be summed up in two words—discipline and education.

As regards the former—including as it does the whole training of the children in principles and habits of morality and good conduct—no distinction of schools is necessary. The latter, however, varies considerably according to the ages of the children forming the subjects of it, and it will be necessary to consider it under two heads, viz. (a) the instruction of *children over seven*, and (b) that of "*infants*" (a term technically applied to all children under seven).

Subjects of instruction for children over seven.

120. The ordinary subjects of instruction for children *over seven* are, *Reading*, *Writing* (including *Spelling*), and *Arithmetic* (which may be called *necessary* subjects, seeing that the law requires every child to receive elementary instruction in them),\* *Grammar*, *Geography*, *History*, *Needlework* (in the case of girls), and *Singing*. Exclusive of the last, as to which the only requirement at present is that the children should know eight songs, these subjects are divided into six courses, called "Standards" (see Appendix XIII., Part I). The first (or lowest) Standard is supposed to be adapted to the general capabilities of children between seven and eight; the second, for

\* Education Act, 1876, s. 4.

those of children between eight and nine, and so on. A child presented to H.M. Inspector for the first time after attaining the age of seven must be examined in the first (or a higher) Standard; and he must advance at least one Standard each time he is presented, except in the case of his failing to "pass" in more than one of the three "necessary" subjects, and except as regards Needlework, the classes for which "need not be the same as for the Standard work of the Code" (see Appendix XIII., Part II.). Note also, that in Grammar and Geography no work is prescribed for Standard 1, and in History for Standards 1, 2, and 3.

In addition to the above "ordinary" subjects, courses of instruction are prescribed by the Code in the following ten "specific subjects:" English Literature, Mathematics, Latin, French, German, Mechanics, Animal Physiology, Physical Geography, Botany, and Domestic Economy (see Appendix XIII., Part III.).

121. The character of the instruction of infants is much less strictly regulated than that of children over seven, and may vary considerably according to the views of the managers and the Inspector for the district. Almost the only definite rule of the Education Department on the subject is to the effect that the children between six and seven must be able individually to "pass" the "first Standard" of 1870 \* (which corresponds practically with the work recommended for children of that age on page 166 of this manual).

Subjects of  
instruction  
for infants.

Speaking generally, however, infants are supposed to learn something of *Reading, Writing, and Number*; to receive lessons in "*Form*" and "*Colour*," *Natural*

\* Instructions to Inspectors of 8th May, 1871.



*History*, and *Common Objects*; to be taught to *Sing*, and to perform various *Physical Exercises*; unless, as in the "*Kindergarten system*," the foregoing subjects are to a greater or less extent superseded by a system of physical, mental, and moral training, intended rather to draw out and develop the character and powers of each child, and to prepare it for the subsequent acquisition of knowledge, than actually to impart definite knowledge in the immediate present. The two rival systems are referred to at greater length on pp. 171, 175, 176.

122. The annual grants payable to the managers of public elementary schools\* are apportioned in the following manner :—

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\* Before any grant is payable the school must, except in certain specified cases, have met not less than 400 times (see Article 19); also the following "preliminary conditions" (Article 17) must be satisfied, viz. :—

"Before any grant is made to a school (Article 4) the Department must be satisfied that—

- (a) The school is conducted as a public elementary school (Article 6); the time-table is recognised by the Department as approved by them for the school; and no child is refused admission to the school on other than reasonable grounds.
- (b) The school is not carried on under the management of any person or persons who derive emolument from it.
- (c) The school premises are healthy, well lighted, warmed, drained, and ventilated, properly furnished, supplied with suitable offices, and contain sufficient accommodation for the children attending the school. (See note to this article.)
- (d) The principal teacher is certificated (Article 43), and is not allowed to undertake duties, not connected with the school, which occupy any part whatever of the school hours, or of the time appointed for the special instruction of pupil-teachers (Schedule II., 5).

*Exception :—*

The teachers of evening schools need not be certificated, if they are,—

- (1) Pupil-teachers who satisfy the conditions of Article 60; or
- (2) Upwards of 18 years of age (Article 42), and approved by the Inspector.
- (e) Notice is immediately given to the Department of any changes in the school staff (Article 39) which occur in the course of the year. The *first* grant to a school is computed

- |  |      |             |
|--|------|-------------|
| (1) For each child in average attendance* throughout the year . . . }                            | 4s.† | Article 19. |
| (2) If singing forms part of the ordinary course of instruction, for each such child . . . . . } | 1s.  |             |

from the date at which (1) the appointment of a certificated teacher is notified to, and recognised by, the Department; or (2) the acting teacher passes the examination for a certificate (Article 44).

*Exceptions to (d) and (e).—*

A grant may be paid, subject to the fulfilment of the usual conditions, for the year ending at the date of the Inspector's visit to a school (Article 13), if his report on the school is satisfactory; and

- (1) A certificate is thereupon issued to the teacher under Article 59; or
  - (2) The teacher is recommended for admission to the next examination for a certificate (Article 47 (b) (2)). But the grant, in this case, will not be renewed, unless, in the meantime, the teacher has passed (Article 49) the examination for a certificate, or been replaced by a certificated successor.
- (f) The girls in a day school are taught plain needlework and cutting out as part of the ordinary course of instruction.
- (g) All returns called for by the Department or by Parliament are duly made; the admission and daily attendance of the scholars carefully registered by, or under the supervision of, the teacher (Article 67); accounts of income and expenditure accurately kept by the managers, and duly audited; and all statistical returns and certificates of character (Articles 67, 77, and 80) may be accepted as trustworthy.
- (h) Three persons have designated one of their number to sign the receipt for the grant on behalf of the school.

*Exception :—*

The treasurer of a school board signs the receipt for grants to schools provided by the board.

- (i) The income of the school is applied only for the purpose of public elementary schools (Elementary Education Act, 1876, sec. 20).

The grant may be withheld, if, on the Inspector's report, there appears to be any serious *prima facie* objection. A second inspection, by another inspector, is made in every such instance, and if the grant be finally withheld, a special minute of the case is made and recorded." (New Code, Articles 17, 18.)

\* "The average number in attendance for any period is found by adding together the attendances of all the scholars for that period, and dividing the sum by the number of times the school has met within the same period; the quotient is the average number in attendance." (Article 26.)

† "1s. per head of this grant, for infant 'girls,' is conditional on

- |  |              |            |
|--|--------------|------------|
| (3) If the Inspector reports that the discipline and organization are satisfactory . . . . .         | 1s.          | { Art. 19. |
| (4) For each pupil-teacher <i>required</i> by Article 32 (c) passing "fairly" or "well" (Art. 19 E.) | 40s. or 60s. |            |
| (5) In certain cases* of schools in sparsely populated districts (Art. 19 D.) . . . . .              | £10 or £15   |            |

The above applies indifferently to schools for children above seven, for infants, or for children of both classes.

Grants payable in respect of children over seven only.

The following grants are payable in respect of *children over seven only* :—

- |   |  |
|---|--|
| (1) For each "pass"† in reading, writing, or arithmetic, or   | } 3s.                                    |
| For each such pass in an infant school . . . . .  |  |
| (2) For a creditable examination passed by the classes comprising the children in Standards II.—VI. "in any one (or two) of the following subjects, viz. Grammar, Geography, History, and Plain Needlework" ‡ . . . | 2s. § per child in "average attendance." |

their passing a satisfactory examination in needlework according to the Third Schedule (Note 6)" (Note to Art. 19 A 1).

\* "If the population of the school district in which the school is situate, or within two miles, by the nearest road, from the school, is less than 300 (or 200) souls, and there is no other public elementary school recognised by the Department as available for that district or population" (Art. 19). MEM. In order to satisfy the second of the above alternatives, the entire population within two miles, *irrespective of parish*, must be taken into account.

† Before a child can be examined, it must have attended 250 (or in certain cases 150) times during the school year (Articles 19 B, 20). Note that no grant will be paid for a child who passes in one subject only (Article 19 B (4)).

‡ The wording is not strictly accurate, seeing that the examination in History does *not* include Standards II. and III., while that in *needlework* includes Standard I. in addition to the other standards (see "Standards of Examination," and "Scheme of Needlework," in Appendix XIII.).

§ Only 1s. unless a certain percentage of the children are examined in Standards IV.—VI. (see Article 19 C. 6).

- (3) For each pass in "specific" subjects [not exceeding *two* subjects (or *three* in the case of children who have passed Standard VI.) per scholar] . . . } 4s.

Note (a) The examination in "specific" subjects is open only to children presented in Standards IV.—VI. or in "ex-Standard VI." (Art. 21).

(b) No grant is payable under this head if less than 75 per cent. of the passes obtainable in the Standard examination has been obtained.

(c) If girls are presented in specific subjects, they *must* take Domestic Economy (see Art. 21).

- (4) For children holding Honour Certificates (see Appendix XIV). { The amount of such children's school fees.

The following grants are payable in respect of "infants" only:—

- (1) If the infants are taught as a class of a school suitably to their age, and so as not to interfere with the instruction of the older children; or, { 8s. per child presented on the day of examination.\*
- (2) If the infants are taught as a separate department by a certificated teacher of their own, in a room properly constructed and furnished for their instruction { 10s. per child.

Note that these grants do not depend directly on the success or failure of individual children; though

\* No infant can be presented unless it has attended the school 250 (or in certain cases 150) times during the year. (Articles 19 B, 20 (b).)

numerous failures render the grants liable to deduction for "faults of instruction," under Article 32 (b).

Reduction of grants.

123. The grant nominally payable to a school is liable to be reduced in several ways, viz. :—

1. By its excess over 17s. 6d. per scholar in average attendance, unless the income of the school from all sources other than the grant exceeds 17s. 6d., when the grant is not reduced below the amount of such income [Art. 32 (a)].

2. By from one to five-tenths for

(a) faults of instruction, discipline, or organization ;

(b) failure to remedy defects in the school premises, apparatus, &c., after six months' notice [Art. 32 (b)].

3. By £1 for each of the first 20 scholars over three years of age out of every 40 for whom a pupil-teacher is required but not provided [Art. 32 (c)].

4. By one-twelfth for each month of interval between the employment of two certificated teachers. This reduction is not made if the interval does not exceed three months during which the school has been in charge of an uncertificated teacher, *e.g.* either if an uncertificated teacher becomes certificated within three months of taking charge of a school, or is succeeded within that time by a certificated teacher [Art. 32 (d)].

#### MANNER IN WHICH SUPERVISION SHOULD BE CARRIED INTO EFFECT.

"Incidental visits" by managers.

124. We shall treat of the question of supervision under two heads. (1) Visits at uncertain intervals (to which we shall hereafter refer as "incidental visits") for the purpose of (a) ascertaining whether

any defect in the premises, apparatus, or staff; requires attention; (b) encouraging or advising the teacher in any trouble or difficulty; (c) watching the teachers at their work, and assisting them to correct any shortcomings in organization, discipline, or teaching; (d) examining the registers; and (e) observing generally whether the rules of the Education Department are so complied with as to place the school in no danger of an unfavourable report from H.M. Inspector, in case of a visit from him without notice. (2) Visits at fixed intervals for the Fixed visits. purpose of examining the whole school in order to ascertain what progress it has made since the last examination.

#### INCIDENTAL VISITS.

125. We have already spoken of the importance of Importance of frequent visits. very frequent visits to the school on the part of the managers. Our advice to managers on this point is never, if possible, to allow a week to pass without such a visit from one of their body—not a mere call lasting only a minute or two—as will enable him to form a reasonable judgment whether the school (or at least some part of it) is progressing satisfactorily or not. Assuming the body of managers to consist of five members, eight or nine visits from each of them during the year will suffice for this purpose; and it does not seem unreasonable to suppose that, under these circumstances, some two hours could be spared for each visit, especially considering that some members of the committee will probably be persons of comparative leisure, and able to relieve their busier colleagues by occasionally taking their turn to visit the school.

126. It must not be supposed that this continual

Scope of  
supervision  
suggested.

supervision—extending, as we suggest it should, to all the points above enumerated—need involve any undue interference with the teacher or usurpation of his functions.

So far as relates to points (*a*) (ascertaining whether any defect in the premises, apparatus, or staff requires attention), (*b*) (encouraging or advising the teacher in any trouble or difficulty), and (*c*) (observing generally whether the rules of the Education Department are so complied with as to place the school in no danger of an unfavourable report from H.M. Inspector in case of a visit from him without notice), no remark seems called for. A few words are desirable, however, concerning the other three points.

As regards  
the head-  
teacher.

As regards “watching the teachers at their work, and assisting them to correct any shortcomings in organization, discipline, and instruction,” the subject requires remarks under two heads. First, when the teacher in question is the head-teacher, the managers should not for a moment propose to themselves to *instruct him* how to organize, discipline, or teach. They should confine themselves to watching the general work of the school, occasionally observing him personally; and if, as may happen to the best-trained teachers, he should appear unconsciously to have fallen into any violation of the principles of good organization, discipline, or teaching hereafter mentioned, they will do him a real kindness by calling his attention, with all possible delicacy, to what they have noticed. Of course, in the case of experienced teachers of proved capacity, observation of them personally will be unnecessary.\*

\* On this subject, chapter ii. of Canon Wenham’s “School Manager” is well worth reading. His remark to the effect

As regards young and inexperienced teachers (*e.g.* Subordinate teachers. certificated teachers who have not yet received parchments, assistant-teachers, pupil-teachers, and monitors), you will do well to watch them with considerable attention until you have ascertained, either by your own observation or from the results produced by them at the Government examination, that they stand in no need of criticism. In the case of all subordinate teachers the assistance you can thus render to the principal teacher is very great. The detection by you of faults which he has previously pointed out will add greatly to the weight of his advice or censures; or it may be that a few words from "the managers" may lead a subordinate teacher to correct a fault which the criticisms of the head-teacher had failed to induce him to attend to.

As regards "examining the registers," this is a duty imposed upon managers by the Education Department.

At every inspection H.M. Inspectors are in- Registers. structed to report to the Department whether the

that the difficulties of managers who are unacquainted with the details of school work *are not insuperable*, strikes us as especially valuable. To such managers our advice is to take one portion of our book at a time, and to observe how its recommendations and statements are borne out in the actual working of their school. We believe that they would be astonished at the rapidity with which they would find themselves capable of forming an opinion and advising upon matters which are now absolute mysteries to them.

It may be well to add a caution to managers against "taking the reins out of the hands" of their teacher. Their attitude towards their teacher should not be *dictatorial*, but *critical*. They should allow him all possible liberty as regards the choice of books, arrangement of work, distribution of classes, &c.; confining themselves simply to watching his proceedings, and to interposing a friendly word of caution or advice whenever such seems to be needed. If a teacher is incapable of arranging his work, in all its main features, so as best to suit his own system and powers, depend upon it he is incapable of conducting your school as efficiently as you would wish it to be conducted.



registers "appear to have been kept under proper supervision on the part of the managers." The circular on "School Registers and the Method of Keeping Them" (see Appendix XV.) says, "These registers should be checked at uncertain intervals, and at least once in every quarter, by the managers." Further, at the end of every year, the managers of public elementary schools are required to sign the following certificate [Managers' Return (Form IX.), page 1]: "That the school registers and books of account have been so kept as to leave no doubt respecting the accuracy of the entries in this form that are taken from them." As in this certificate the managers pledge themselves, not to a mere *opinion*, but to the absolute *fact*, that "the registers *have been* so kept," &c., we do not see how any manager can conscientiously sign this certificate unless he has himself from time to time tested the registers and found them correct.

#### POINTS TO BE NOTICED AT INCIDENTAL VISITS.

We proceed to offer suggestions upon details falling under each of the heads above mentioned.

#### STATE OF PREMISES, APPARATUS, &c.

State of  
premises,  
apparatus,  
&c.

127. As regards premises, the state of the school should be noticed as to—

Healthiness	.	.	.	see page 18.
Lighting	.	.	.	„ 18.
Warmth	.	.	.	„ 19.
Drainage	.	.	.	„ 20.
Ventilation	.	.	.	„ 20.
Furniture	.	.	.	„ 21.
Offices	.	.	.	„ 22—24.

## Construction for teaching

purposes . . . . . see page 24—26.

## As regards apparatus, as to—

Desks . . . . .	„	29, 30.
Books . . . . .	„	33—35.
Maps . . . . .	„	35—37.
Pictures, Blackboards and Easels, Copybooks, Slates, Pens, Pencils	}	„ 37, 38.
Sewing Materials . . . . .		
	„	39.

## TROUBLES AND DIFFICULTIES OF TEACHER.

128. The troubles and difficulties in which the teacher may need encouragement or advice may be such as the following:—

Troubles  
and diffi-  
culties of  
teachers.  
how to be  
dealt with.

(a) He may be depressed by the prospect of the coming examination. If you know him to have done his utmost for the school, a few kindly words may inspire him with new heart for his work.

(b) He may find some of his subordinates difficult to control. A caution from a manager may bring them to reason.

(c) Parents may be giving much trouble by withdrawing their children from school on frivolous excuses, persisting in sending them late to school, or when suffering from infectious complaints, &c. The managers may be able, by their personal influence, to remedy this state of things.

(d) The teacher may be perplexed by some passage in the Code. The manager may be able to explain it; and, if he cannot, he can write to the Department on the subject.

## ORGANIZATION.

Organiza-  
tion by the  
managers.

129. Organization falls under two heads, viz. (a) the manner in which managers have provided the school with its necessary staff, and otherwise regulated its working; (b) the manner in which the teacher disposes of and utilises his staff, and generally arranges the work of the school.

(1) The former point has been partly dealt with under the head of Staff (see above, pp. 74—76). There are, however, a few matters which may usefully be mentioned here.

(a) Overcrowding should be guarded against, which is as fatal to efficient teaching as dangerous to health. When the average attendance for the year approaches very nearly to the limit prescribed by the Education Department [see Art. 17 (c), note], it is morally certain that on many days during the year this limit will have been far exceeded. The London and Liverpool School Boards have a rule to the effect that the number on the books must be limited to an excess of fifteen per cent. (or, in an infant school, twenty per cent.) over the number for whom the school has accommodation at the rate of nine square feet (eight square feet in an infant school) per child. This rule has another important bearing. It makes it "the individual interest of the teacher that the children should be as regular as possible, in order that out of the limited number on the rolls the highest possible average should be obtained."\*

(b) Rules should be laid down as to the transfer of children from lower to higher departments; *e.g.* in case, in an infant school, no

\* Report of Liverpool School Board, 1876.

children are to be presented in Standard I, all children who will be seven at the end of the school year should be transferred to the upper departments *immediately* after the annual inspection.

N.B.—Attendances made in two departments of the same school during the year *must* be added together, for the purposes of Art. 19 B 5 ;\* *e.g.* a child which has made one hundred and fifty attendances in the *infant* department, and one hundred in the *girls'* department, *must* be presented for examination.

(2) As regards the manner in which the teacher disposes of and utilises his staff and generally arranges the work of the school, the following points should be noticed. Organiza-  
tion by the  
teacher.

(a) Has any teacher a class larger than he can manage effectively?

(b) Is any class unprovided with work?

(c) Is there any class which is particularly backward? (This should be shown by the log-book, in its entry of H.M.'s Inspector's last report, or of the results of any subsequent examination by the managers.) If so, has the head-teacher so arranged the work of the school as to be able to give a considerable amount of *personal* attention to this class; and has he placed it under the charge of one of his *ablest* subordinates?

(d) Is there so much noise in the school as seriously to interfere with the work of any class? (Cf. Unnecessary  
noise.

\* "No scholar who has made the prescribed number of attendances may (without a reasonable excuse) be withheld from examination.

*Exception :—*

The managers may withhold from examination in the first Standard children under eight years of age, of delicate health, or whose previous attendance at school has been short or irregular."

pp. 25, 26, *supra*, as to points to be noticed in inquiring into the necessity of class-room accommodation.) If so, ask the head-teacher whether he has considered all possible means of avoiding such noise; *e.g.* has he so arranged his time-table as to permit too many lessons involving noise to be carried on simultaneously in the same room? Also—

(1) Are the doors of all occupied class-rooms kept carefully closed?

(2) Do the children enter and leave their desks by *slow and tip-toe* movements?

Moving in  
and out of  
the desks.

The following is a good method of getting the children to leave their desks noiselessly. Let them face (say) to the left; then lean upon the desk with the right hand, and slowly lift the left leg over the form, setting it down on tip-toe; then slowly bring the other leg over and set the foot gently down; then stand erect. A noiseless return to the desks can be effected by similar movements.

Besides the noise occasioned by the children's movements themselves, much talking is carried on under cover of the shuffling and stamping of feet caused by the ordinary method of "getting in and out of the desks." Too much stamping of feet, also, is apt to be permitted in marching.

Of course the forms and desks must be firm and in good repair, or it must be difficult to move among them without noise.

Quietness  
over work.

(3) Are the children obliged to work their sums and con their tasks in absolute silence?

A "buzz" is the inevitable result of allowing children to work their sums with the aid of their fingers—a practice which is also objectionable as a sign of imperfect teaching.

Some excitable and absent children get into the bad habit of doing their work half aloud. This should be rigorously put down, not only

on the score of noise, but also because it may prove the means of "prompting" other children.

On the other hand, managers should not expect absolute silence. A school may be *too quiet*. Cf. Professor Joyce on "the *Click of the machinery*" ("School Management," p. 90).

(4) Is simultaneous answering in class lessons kept within narrow limits?

Where this is permitted in the case of a class Simultaneous answering. *under examination*, it is an unfailing sign of bad teaching. It should *only* be permitted in the case of young children, and with the object of impressing a given answer upon their memory; *never* with the object of testing the progress of the class.

If the teacher has paid proper attention to all these points, the noisiness of the school may be attributable to defects in the *premises*; e.g. *deficient class-room accommodation* (cf. p. 25, *supra*), a *hollow floor* (cf. p. 26), or *bad acoustic properties* in the rooms (cf. p. 26).

130. A further point requiring attention under the head of organization is the question whether subordinate teachers are best kept to one class during the year or shifted about from class to class. Subordinate teachers best kept to one class.

In our opinion there is no question as to the superiority of the former system. If a teacher frequently changes his class he does not get thoroughly to know the children and their several capacities, and naturally takes much less interest in work of which he will not see the fruit, so, at least, as to be able to judge what portion of it is due to his own personal exertions.

If, on the other hand, a teacher is kept to the same class during the year, he becomes thoroughly

acquainted with each child, and knows that at the examination he alone will be responsible for its attainments. The managers, also, can thus form a much more accurate judgment as to his real value as a teacher than if they have to judge of this from merely watching him at work.

Pupil-teachers should not, however, be kept at the *same kind of work* during their whole school career. It is a good plan to let them—if they show themselves capable—follow the same children through their successive “Standards.”

Under this head we may suggest that the principal use of monitors should be to watch classes rather than to teach them; *e.g.* whenever a class is set to work upon preparation of lessons in school it should be placed in charge of a monitor. One of the best uses to which galleries can be put (in schools other than infant schools) is to assign them to classes during “preparation.”

Female  
assistants in  
boys’  
schools.

131. In certain very good elementary *boys’* schools the practice has been introduced of employing female assistants to teach the two lowest Standards. The main advantage of this practice lies in the fact that, up to a certain age, young children, of whichever sex, are, as a rule, more successfully dealt with by women than by men. A further advantage, of course, lies in the greater *cheapness* of the services of the former.

These arrangements (which have certainly worked admirably in cases within our knowledge) have, under certain circumstances, been sanctioned by the Education Department, by whom, however, the ultimate responsibility for the arrangement is thrown upon the managers. Managers would be wise before adopting such an arrangement to apply for the sanction of the Department.

## DISCIPLINE.

132. "To meet the requirements respecting discipline, the managers and teachers will be expected to satisfy the Inspector that all reasonable care is taken, in the ordinary management of the school, to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act" (Art. 19 A. (3)).

The consideration of the subject, therefore, naturally falls under the following heads :—

- (a) Punctuality.
- (b) Good manners and language.
- (c) Cleanliness and neatness.
- (d) Cheerful obedience to duty.
- (e) Consideration and respect for others.
- (f) Honour and truthfulness in word and act.

133. In order thoroughly to test discipline the following points should be noticed :—

(1) Have many of the children come late to school? Punctuality.  
If so, inquire what steps the teacher takes to encourage and enforce "punctuality." *E.g.* Has he adopted the plan we have elsewhere recommended of marking children present at the opening of school in red ink, and all others in black?

(2) If you drop a pencil near a class, do the nearest scholars at once make a movement with the object of picking it up and restoring it to you? Good manners and language, and consideration for others.

If a chair happens to be near a class by which you are standing, does the nearest child, in the absence of any teacher, step forward and quietly offer it to you?



Do the boys bow and the girls curtsy respectfully to you and to the principal teacher as they pass out?

Do the children enter and leave the school in an orderly manner?

Whether or not the children should acknowledge your presence by simultaneously rising depends upon the rules of the school.

If such rising is required, the children should *immediately* reseal themselves, so as to cause as little interruption as possible to the work of the school.

Is any coarse or profane language to be heard in the playground? Is any bullying to be observed? On the other hand, are the elder children kind and self-denying towards the younger ones?

Do the children behave respectfully and politely in the street?

Are signs of dirty habits to be seen in the offices?

If you are dissatisfied with the children's behaviour in any of these respects, inquire what steps are taken to encourage and enforce "good manners and language, and consideration and respect for others."

Cleanliness  
and neat-  
ness.

(3) Are the children's hands and faces clean, and is their hair tidily brushed? If not, the discipline is at fault in respect of "cleanliness."

Lavatories are of great use in promoting cleanliness. It is not, however, desirable to allow them to be used indiscriminately, lest this should lead parents to neglect to see that their children come to school clean. Their use should be confined to those children whose homes are so poor as to lack proper facilities for washing; and—as a *punishment and public example, after a scolding before the whole school*—to those children who could have come clean, but have failed to do so.

Take care that the cleanness and neatness of

the teachers themselves and of the schoolrooms set a good example to the children. Nothing can more tend to discourage careful mothers from efforts to keep their children's clothes clean and neat than to find them, on their return home, soiled from contact with dirty floors, desks, or benches.

Orderly habits are encouraged by providing each child with its own peg for its cap, cloak, &c., and requiring these to be invariably hung upon it. This is one of the rules of the London School Board.

The Sheffield School Board have made the following good rule: "Wasteful or careless use of books, stationery, or apparatus, will be considered a serious reflection upon the discipline of a school."

The children should be encouraged to cover their reading books. It is a good plan to offer a prize for the cleanest and least damaged set of books.

Neatness of handwriting should be looked for, and its absence noted, under this head.

(4) Are all orders given by the teachers *at once* attended to and remembered? Cheerful obedience to duty.

Are the children *habitually* quiet, attentive, and industriously employed?

Note, under this head, whether on the commencement of any lesson every child's attention is riveted upon his teacher.

Are home tasks carefully prepared?

If the children's conduct is not satisfactory in all these particulars, their discipline is defective in respect of "cheerful obedience to duty." Their "order" should be *habitual*—not dependent upon supervision. A class is not in proper discipline if it falls into disorder on the withdrawal of its teacher's attention.

Honour and  
truthfulness  
in word and  
act.

(5) Are the children in any class disposed to copy from one another or to ask questions of their neighbours?

There can be no better opportunity of testing this than when a class is at work upon *sums*.

Are they taught that it is not merely an offence against school discipline, but morally wrong, to seek improper help in their work?

Copying is not merely a sign of defective training in "honour and truthfulness in word and act." It is certain also to mislead the teachers as to the real progress of their pupils. Cf. Mr. Fearon's remarks (School Inspection, pp. 54-57) on copying as the cause of bad results in arithmetic.

Bearing of  
punishments  
upon disci-  
pline.  
Corporal  
punishment.

134. The question of *punishments* has a very important bearing upon discipline.

(1) The most experienced teachers seem to be almost unanimous in the opinion that corporal punishment cannot at present be altogether dispensed with. It should, however, be administered under the most careful precautions for preventing—

(a) Its infliction by any teacher under the influence of anger or passion.

It should hardly ever, and only in case of absolute necessity, be inflicted immediately upon the commission of the offence; an interval should be allowed to elapse sufficient to show both the offender, and the school generally that the matter has been well weighed, and that the chastisement is not the result of any temper or revengeful feeling on the part of the teacher, but is intended as a grave warning, and as a means to the moral improvement of the culprit. The London School Board have a rule to the effect that corporal punishment must not be inflicted during school hours, except under

special circumstances, to be fully stated in the "punishment book."

(b) Its infliction by *any* subordinate teacher, unless certificated and specially authorised.

"Tapping" with a cane or with the hand, however slight, should be absolutely prohibited.

(c) The possibility of bodily harm being done by it to any child.

Striking on the head or the upper part of the body should be absolutely prohibited.

Nothing more severe than a short light cane or a plain leather strap should be allowed to be used.

(d) Its infliction for light offences.

It should never be inflicted except for some gross misdemeanour, such as lying or other forms of dishonesty, or immorality, or brutality, or obstinate insubordination.

(2) A distinct record of all cases of corporal punishment should be kept either in the log-book or in a special book for the purpose.

(3) As regards punishments generally, care should be taken that they are not of a kind to render any particular subject of instruction distasteful.

(4) Observe especially, in relation to punishments, whether the teacher is consistent, judicious, and impartial; always enforcing rules, always discriminating properly between serious and trivial offences, between breaches of moral law and mere transgressions against order; showing no "favour;" punishing the children (and letting them feel that they are so punished), not for his own personal revenge, but for their own good and that of the school.

135. A proper system of rewards is also essential, both to thorough discipline and to hearty work. Prizes should be given both for regular attendance

Bearing of  
rewards  
upon dis-  
cipline.

and for proficiency. As to such prizes see below, pp. 104—106, 131, 185, 186, and Appendices. V., XIX.

Place-taking.

“Place-taking” in class should be carried out to the utmost. It affords a most valuable stimulus to the children, and tends greatly to relieve the weariness of the standing lessons, for which alone it is suitable.

In Appendix XIX. will be found an account of a system of “place-taking” which has produced extraordinary results in some leading schools in the north. It involves a considerable modification of the more old-fashioned system.

Proper use of playground.

136. The proper use of the playground has an important bearing upon discipline.

For infants.

Infants should never be left wholly to themselves in the playground. Teachers and pupil-teachers should take it in turn to watch them, to play with them, and to teach them suitable games.

For older children.

It is not desirable to keep older children under strict supervision during their play-time. The teachers should take care, by occasional visits to the playground, to ascertain that a good tone prevails among the children, and that bullying, or profane or improper language or conduct, are not only rare among them, but, whenever noticed, are promptly suppressed by a general good feeling.

More than this, a teacher who is anxious to gain that personal influence over his children so invaluable in producing willing and hearty work in school will not fail occasionally to mingle with his scholars in the playground; where, by joining them in games—without, of course, permitting undue familiarity—or helping them to start new ones, he may not only gain much instructive knowledge by observing his pupils when off their guard, but may

also win the affection of the young folks by his kindness and sympathy with their tastes. Some valuable remarks on this point are to be found in Canon Wenham's "School Manager," pp. 26 and 27.

Managers will do well to provide their playgrounds with some simple appliances for gymnastics or physical exercises; *e.g.* parallel bars and trapezes for boys, swings for girls and infants.

137. Military drill has an important bearing upon discipline and organization. Nothing conduces like drill to habits of prompt attention and obedience; and the time saved and noise avoided, on changes of lesson, &c., by training the children to combine rapidity of movement with order is far from inconsiderable. Drill and physical exercises.

*Marching* in school is not generally desirable. So far as the children are required to move in bodies from one part of the school to another, they should be trained to step as lightly as possible. *Marching* or, worse still, "marking time" in school not only raises much dust from between the boards of the floor, but makes an intolerable noise. Drill should, therefore, be confined as far as possible to the playground. Marching in school.

An occasional "march" in school, *to the sound of singing*, is not, however, objectionable. It is a good plan (as everything is good which tends to vary the monotony of school life, and to get the children out of mechanical habits of thought) to vary the modes of moving from place to place in school: *e.g.* now giving the order to march singing, now to tread noiselessly and silently.

The following memorandum and letter, forming part of a circular issued by the Education Depart- Drill instructors.

ment in 1871, may be found useful by managers who desire to have their scholars drilled :—

“MEMORANDUM.

“In the vicinity of a great number of schools throughout England, there are now detachments of Volunteers drilled once or twice a week during at least six months of the year by Government instructors. These drills take place in the evening, and the instructors have little to do in the day time. By going to the villages a few hours earlier they would be able to drill the boys in the afternoon and be ready for the Volunteers in the evening. Except in thinly inhabited districts, where the villages lie far apart, an instructor could drill five or six schools, each once a week.

“The elementary drill which would be suitable for boys is capable of being imparted by instructors of either Artillery, Engineers, or Rifle Volunteers, and would be sufficient to teach the boys habits of sharp obedience, smartness, order, and cleanliness.

“In some districts there are many schoolmasters among the Volunteers who frequently rise to be non-commissioned officers. If the Government instructors were employed in the first instance, those schoolmasters who passed a sergeant’s examination before an adjutant of Volunteers might, after the first year, be made drill instructors of their schools.

“Where the demand for instructors was great, the permanent staff of the Militia might also give assistance, as during the greater part of the year they have not much to do.

“The payments to instructors would probably be sixpence for each day of actual drill in towns and villages at which they had to drill Volunteers, and one penny a mile marching money where Volunteer and school drill could not be combined.

“The amount of drill suggested for schools is that comprised in Part I., and some of Part II., in the

Field Exercise Book, 1870, under the heads of squad, or recruit, and company drill.

“(COPY.)

“War Office, 19th May, 1871.

“SIR,

“With reference to the memorandum left at this Department on the 15th ultimo, I am directed by Mr. Secretary Cardwell to acquaint you, for the information of the Lord President, that there will be no objection on his part to the employment, with the approval of their commanding officers, of sergeants of the permanent staff of Militia and Volunteers, in the vicinity of schools, in drilling the boys of such schools on the terms proposed.

“I have the honour to be, &c.,

“NORTHBROOK.

“Sir F. R. Sandford,

“Secretary,

“Committee of Council on Education.”

Several schools might, on occasions, be drilled together.

Where the boys are sufficiently advanced, it is a good plan to teach “company” drill, the best boys acting as sergeants and officers. Company drill.

138. Physical exercises for girls should also receive careful attention on the part of managers. We have seen girls regularly drilled with boys, with great success. They should, at any rate, be taught most of the “extension motions.” Where a sergeant is employed to drill the boys, he might also, with advantage, superintend the exercises of the girls. Physical exercises for girls.

NOTE.—Article 24 of the Code (allowing so many hours per year for drill) does not extend to girls; but there appears no reason why a portion of the two hours’ secular instruction, or of the time allowed for recreation, should



not be occasionally devoted to their physical exercises.

Encourage-  
ment of  
regular  
attendance.  
Various  
expedients.

139. Under the head of discipline, also, falls the question of methods of encouraging regular attendance.

(1) Some managers allow the children to attend "free," from the time of their completing the number of attendances necessary to qualify them for presentation at the coming Government examination.

(2) The following is another good method :—Very slightly raise the school fees (say by a halfpenny a week), with the understanding that the total amount paid by each child during the year, over and above the ordinary fees, shall be returned after the Government examination, provided that it—

- (a) Completes the number of attendances necessary to qualify it for examination ; and,
- (b) Presents itself for examination, or leaves the school for causes satisfactory to the managers.

This method affords an inducement—

- (a) In favour of regular attendance.
  - (b) In favour of the child's being present at the examination ; with some compensation, in the shape of the forfeited overplus, in case of his absence.
  - (c) Against capricious migration during the year to another school.
- (3) Other managers, again, charge a higher fee in the case of children who do not attend more than a certain number of days in the week.
- (4) Others return a small portion of the fee at the end of every month during which a child has made the total number of attendances possible to it, or place the amount to its credit in a penny bank.\*

\* These institutions deserve the closest attention on the part of managers (see Appendix XVI.).

140. But by far the best plan for promoting regular attendance with which we are acquainted, is the "merit card" system. Under this system a cheap coloured ticket, or illuminated text card, is given at the beginning of each week to every scholar who has made the total number of attendances possible in the previous week. When a scholar has gained twelve of these "merits" he receives a prize in exchange for them. The following are the rules under which the system is worked in the school where it has, so far as our knowledge extends, met with the greatest success (see Table in Appendix V. for the extent of this success).

(1) At the commencement of each week a ticket is given to every child which has not been absent or late during the previous week. The higher the class in which the child is, the better the quality of the ticket. Rules for working "merit card" system.

(2) *No excuse* is accepted for absence or lateness, even in case of sickness.

(3) The tickets should be always distributed by one of the managers, or by some lady intimately connected with the schools.

(4) When a child has for the first time gained twelve "merits," its prize consists of a large drawing-book, on which is the name of the school in gilt letters. This book is to be used as a sort of album, in which the "merits" are arranged by the children in various ways.

(5) For every twelve tickets after the first twelve a prize is given, consisting of a story-book of the value of the weekly fee paid by the child. A printed label is placed in every prize, giving the name of the school and the reason for which the prize has been given.

(6) At the end of the year a prize is given in each class to the child which has the cleanest and most tastefully arranged album.

Advantage  
of the  
system.

The great advantage of this system lies in its recognition of the fact that, while the majority of children possess sufficient energy to make *a series of short efforts* after small prizes, by no means so many will have the foresight and persistence to make *a continuous effort throughout a long period* in view of a larger prize at the end of it.

"Honour  
board."

141 In the school to which we have just referred, the "merit card" system is supplemented by an "honour board." The regulations respecting this are as follows :—

(1) The managers have provided exhibitions for all the children who, having been upwards of two years in the school and having passed the Fifth Standard, are preparing for examination in the Sixth Standard.

(2) The Exhibition consists of—

(a) Remission of school fees.

(b) The supply of necessary books, &c.

(c) A present of books on passing the Sixth Standard.

(3) The children who thus pass the Sixth Standard will have their names placed upon an "honour board" (affixed to the schoolroom wall), which will perpetuate in after years the honourable position they have gained.

In Appendix V. will be found a letter from the master of the school in question, which contains remarks showing the special advantages arising from the twofold system we have just been describing; and which is also well worthy of the attention of all school managers on general grounds.

Another  
system.

142. The following "scheme for securing regular attendance" has also been found to work well in one of the best mixed schools we know.

(1) On Friday afternoon the registers are marked earlier, and every child that has made

full attendance during the week is liberated from school about twenty to thirty minutes earlier than the others.

(2) At the end of each month a small card, stamped, is given to every child that has not been absent more than twice during the month. On the back of the card is recorded the child's name and attendance for the month (whether full or almost so).

(3) At the end of each year a prize is given to every child which (1) has gained twelve monthly cards, or (2) though not possessing twelve monthly cards, has not been absent during the year for more than a given number of times (generally about fifteen).

The value of the prize is in proportion to the attendance: for full attendance a book of the value of five shillings.

(4) The prizes are distributed annually at a public meeting (always crowded with parents) by some gentleman of influence.

Every effort is made at these meetings to encourage the children, to show the necessity for regularity, &c.

143. Under the Liverpool School Board reward cards or medals are given each summer to those children who have made 420 attendances during the preceding twelve months; and prizes to the extent of *four for every hundred scholars* in average attendance are distributed to those children who have made, during the same period, the largest number of *marks for regular and punctual attendance*.

Liverpool  
School  
Board plan  
of encour-  
aging  
regular  
attendance.

This plan would make a very useful supplement to the "merit card" system.

The system we have recommended of marking children present at the time of opening school in black ink would greatly facilitate the carrying out of any of the above plans, the *black* marks alone being counted.

One of  
methods  
under Lon-  
don School  
Board.

144. One of the methods adopted by the London School Board towards encouraging regular attendance consists in opening their *school lending libraries* to all children who have earned a "card of merit" for punctual and regular attendance during the preceding quarter.

Migration  
from school  
to school  
checked by a  
combination  
of managers.

145. The migration of children from one school to another during the school year is "most prejudicial to the schools, and entirely destructive of anything like a satisfactory education to the children." \*

In all places containing more than one school, the several bodies of managers would be acting not only in the interests of education generally, but in those of their own schools, by entering into and strictly observing such rules respecting the admission of children from other schools as may tend to check this practice.

Such rules should provide against admitting children from other schools—

(a) Without a certificate from the managers or teachers stating (1) whether they have left with any school fees in arrear, and (2) what their general character has been.

(b) Without an explanation of their reasons for leaving.

(c) (When they have qualified themselves by attendance for examination) until after the Government inspection of the schools they are about to leave.

(d) (When they have not so qualified themselves) if sufficient time does not remain for qualifying themselves in their new school.

Of course a *bonâ fide* change of residence, such as to place the old school at an inconvenient distance

\* Liverpool School Board Report, 1876.

from the child's home, should constitute a valid plea ~~for~~ an exception from these rules.

The Liverpool School Board, in their report for 1876, state that "The Education Department, being unofficially consulted on the subject, stated that they would be prepared to recognise the refusal to admit children under such circumstances" (*i.e.* in infringement of a mutual agreement between managers to receive children from each other's schools only at certain specified times), "as being 'a refusal on reasonable grounds' within the meaning of Art. 17, New Code."

146. The following rules are also of value :—

- (1) Where there are two applicants for one vacant place in a school, the preference shall be given to the one *not* attending an efficient school (London School Board).
- (2) All children who are already on the books of any department of the school shall, if possible, be accommodated. If further room remain in the school, children whose brothers or sisters are on the registers shall, as far as possible, be admitted (Liverpool School Board).

147. In connection with the question of the pro- School fees.  
motion of proper attendance, the following remarks on the subject of school fees are desirable :—

(a) Fix the fees as high as the circumstances of the parents will admit of. At any rate, do not "undersell" your neighbours, or you will not only be encouraging the very evil of migration, against which we have been suggesting remedies, but you will excite a hostile feeling among neighbouring managers, and raise obstacles to that friendly co-operation between the several schools of a district which is so desirable.

"Underselling" objectionable.

Payment of  
fees in ad-  
vance.

(b) Encourage payment of fees *monthly or quarterly in advance* by making some reduction in the scale of fees so paid.

This plan has been adopted by at least one of our leading school boards. It is one which tends not only to save the teachers trouble by reducing the number of payments, but also to encourage regular attendance by making the parent inclined to "get all he can for his money." Many a child, under the ordinary weekly system, stays away from school for the latter part of a week because he has missed two or three attendances at the beginning of it, and his parents are unwilling to pay the full fee for part only of a week's schooling.

Never ex-  
cuse pay-  
ment of fee  
once due.

(c) Insist upon the payment of the fee in *all cases* without exception, unless you have formally granted the child a free admission. Where poverty would make it a real cruelty to exact the fee, either grant free admission or provide the fee out of a special fund for that purpose. See also on this point Canon Wenham's "School Manager," pp. 37—39.

(d) Impress upon the teacher that numerous arrears of fees "constitute a reflection upon the discipline of the school."

Relations  
between  
managers  
and parents.

148. The relations which subsist between the managers of a school and the parents of their scholars must also have an important bearing upon attendance.

(a) The importance of a friendly feeling between the *teacher* and the parents is obvious. The managers should do their utmost to promote this feeling by as far as possible making *themselves*, rather than the teacher, responsible for anything which brings the wishes of the parents into conflict with the rules of the school (*e.g.* the enforcement of the payment

of fees in certain cases, the admission or dismissal of children).

(b) Parents should not be allowed to enter the school in order to make complaints against the teacher. All such complaints should be referred to some manager; should be patiently listened to and thoroughly investigated; and should be followed by such firm, judicious action as the circumstances of the case seem to require.

Complaints  
against the  
teacher.

In case of the teacher's being proved to have been in the wrong, he should be requested by the managers—privately, for nothing can be more damaging to discipline than a public reproof to a teacher before his scholars—to make reparation by expressing his regret.\*

Should the complaint prove unfounded, a few words to the complainant upon the difficulties of teachers, the importance of their work, and their need of all possible sympathy and help, rather than hindrance by uncalled-for attacks, may have a very good effect.

(c) Endeavour as far as possible to induce the parents to take a hearty personal interest in their children's progress, and show them how all-important to the latter is regular and punctual attendance.

Ways of  
interesting  
parents.

One of the best public elementary schools in England gives all the parents of its scholars the right (subject, of course, to strict regulations) of visiting the school once a year and observing it at work. This plan might be difficult to adopt generally; but at any rate the parents might be annually assembled in the school to witness the distribution of prizes, and to hear a few words from the managers on the progress of the school and other points of interest connected with it.

\* Privately, if the wrong done is known only to the persons interested; publicly, before the whole school, if the injustice was committed with similar publicity.



The following, also, are means towards the same end, viz.: *home cards* (see specimen in Appendix V.); *merit cards* (see pp. 105, 106); *penny banks*; *sewing clubs* in connection with girls' schools; *school kitchens* (which will enable the girls to learn to cook, and so to make home more comfortable); prizes consisting of *pictures* or *flowers in pots*; encouraging the children to *write letters* to their parents, or to *read aloud* to them; *special sermons* or *addresses* by managers on the duties of parents; house to house visitation (especially by clerical or lady managers), when a kindly inquiry about the children's progress will form an easy introduction to the mention of any shortcomings on the part of the children or their parents.

On this subject see also Canon Wenham's Book, pp. 18—20, and 141 *et seq.*

#### TEACHING.

Points  
essential to  
good teaching.

149. The following points are absolutely essential to good teaching. If, in watching any teacher at work, you find that he is neglecting *any one* of them, you may confidently conclude that his class is not progressing under him as it should do.

Attention of  
whole class.

(a) Every member of the class should be thoroughly attentive to everything that is said by his teacher.

Inattention may arise from either of two causes. Either the teacher does not *attract* attention by the introduction of interesting matter and practical illustrations; or he does not take care to *enforce* it by constant watchfulness and instant notice. Unless *both* these things are attended to, the lesson will lose much of its effect as regards a portion of the class.

Simplicity of  
language.

(b) The teacher's language should be as *simple* as the nature of the subject will admit. All difficult or technical words should be clearly explained.

Remember that very many words and expressions which appear to you most simple may be quite unintelligible to the children, whose vocabulary, apart from the words they learn to use in school, is for the most part extremely limited.

(c) The lesson should be *properly arranged*, each step following naturally on that which preceded it. Its scope should not be too wide, but should be limited to *some one main fact or principle*, with such subsidiary facts or incidents as are essentially connected with it. Arrange-  
ment of  
lesson.

How far a lesson conforms to this rule may be judged by seeing, at its close, how much of it remains in the minds of the majority of the class.

It should also abound in simple, homely *illustrations*, without which no lesson can fix itself intelligently in the children's minds.

(d) The teacher should be careful, at the conclusion of his lesson, thoroughly to examine *the whole class*, so as to be assured of the effect his lesson has produced upon each member of it. Examina-  
tion at close  
of lesson.

Note under this head whether *simultaneous* answering is prohibited. No child should be allowed to answer unless personally indicated by the teacher. All who wish to answer should be obliged to hold out their hands and await the teacher's signal before speaking.

Note also whether *the majority* of the children are called upon to answer, or whether the teacher allows a few sharp children to monopolize the answering. The latter is a very bad fault.

Generally, the teacher should remember that a lesson is neither a "lecture" nor an "examination," though partaking of the nature of both. Lazy, dull, or ill-informed teachers generally

waste time by over-questioning the children ; whilst the clever and well-informed ones often fall into the opposite extreme of over-lecturing their classes.

**Position of teacher before class.** (e) The teacher should, almost always, be *in front* of his class, and at *such a distance* from the first rank of children that he can command with his eye the whole class without turning his head.

There are occasions when this rule may be departed from ; but it is so nearly universal in its application that you may reasonably call for an explanation of each departure from it.

**Answering in complete sentences.** (f) The children should be trained to give their answers in complete sentences, not in single words ; *e.g.* in answer to the question, " What is your name ? " the child should say, " My name is John," not simply " John." In answer to the question, " Where is Liverpool ? " the answer should be, " Liverpool is in Lancashire," not simply " in Lancashire." This practice is calculated to give the children facility of expression.

**Children's questions.** (g) The children should be encouraged to ask questions of the teacher. It is a good plan to set apart a few minutes for this at the close of each lesson ; and, while commending those who are prepared with intelligent questions, to treat it as a mark of inattention not to be so prepared.

**Breadth of teaching.** (h) Generally, the teacher should be encouraged not to aim at the bare requirements of the Code, but to treat these rather as the " skeleton," to be clothed upon with knowledge as wide and solid as possible.

Besides the advantage to the children of this broader and more intelligent system of instruction, it is as certain to bring substantial advantage to the teacher and the school, in the shape of more numer-

ous "passes" and better reports, as the narrow system we deprecate is, in the long run, to lead to ignominious "failures." Children can never be depended upon to do their very best at an examination. Hence the only way to ensure their success is to carry them some way in advance of the *bare minimum* represented by the "Standard."

(i) Also, thoroughly *intelligent* teaching should be encouraged to the utmost. At the conclusion of lessons, the impression made upon individuals should be tested by actual cross-examination, by approaching the subject from every possible side, in order to find out whether the knowledge displayed is real or mechanical. Intelligent teaching.

(k) Managers should endeavour to ascertain, also, whether the teacher has a distaste for, or is not thoroughly master of, any of the subjects included in the school "curriculum." Should they discover the existence of any such subjects, they will do well to notice specially how they are dealt with in school, and to use their utmost endeavours to keep the teacher "up to the mark" in them. Teachers' "weak subjects."

We proceed to call attention to a good many special points which should be noticed in lessons on particular subjects.

#### READING.

150. (a) Is the lesson preceded by setting the children to the *silent study* of the passage to be read, difficult words being looked out by them in the glossary attached to the lesson or in dictionaries? Does the teacher commence by *reading to the children*, that they may learn by imitation? Hints for teaching reading.

(b) Are the children "put on" to read *by selection*. If they are simply put on in rotation, the idle ones will

have a long interval during which they may be wholly inattentive. Of course as many as possible of the children should be "put on" during each lesson.

(c) Is the loss of place in the reading-book punished by loss of place in the class?

(d) Is every mistake promptly noticed by the teacher; and is his notice anticipated by putting out of hands on the part of the scholars, to show that they, too, have observed the mistake? In particular, are mistakes as to *emphasis*, *punctuation*, and *aspirates* noticed and corrected with even the youngest children? Is distinct and audible utterance enforced? \*

(e) Does the teacher, either at the close, or in the course of the lesson, question the children upon and explain all difficult words and expressions? (During this process the children's books should be closed.)

(f) The reading lesson should be a *standing* one; if possible, in a square or circle.

(g) For keeping their places the children should use wooden pointers, rather than pencils, which are apt to soil the books.

(h) With regard to the *character* of the reading, the following admirable rules are given by Mr. Gill, on p. 158 of his "School Management":—

1. Reading to be slow, but not drawling.
2. Reading to be distinct, but not loud.
3. Reading to be impressive, but not affected.

(i) In connection with this subject we may mention the principal systems of teaching reading, viz.:—

- (1) The *alphabetic* method, under which children are

\* Managers and teachers anxious to secure intelligent reading from all these points of view would be well advised to refer to H.M. Inspector's (Mr. E. G. A. Holmes) Report in the last Educational Blue Book. The praise there given to Mrs. Fielden's teaching of reading and recitation is abundantly deserved. Indeed it is probable that the results in these subjects shown at her Centre Vale School, Todmorden, are unapproached in England.

first taught the ordinary letters of the alphabet, and are thence led on, by degrees, to syllables and words.

(2) The *phonic* method, under which letter *sounds* are substituted for letter *names*. Thus “k” for “Kay” (in naming letter “K”).

(3) The *phonetic* method, under which a different alphabet from that in ordinary use is employed, in order to obviate the difficulty caused by the different pronunciations of the same letter in different combinations.

(4) The “*Look and say*,” or “*Reading without spelling*,” method, under which the learner is not in the first instance taught letters at all, but is introduced at once to little words.

More complete information respecting these several methods may be found in Currie’s “Common School Education,” pp. 314—320, and Gill’s “School Management,” pp. 139—143.

#### WRITING.

151. (a) Is every member of the class provided with *proper* writing materials—

Hints for  
teaching  
writing.

*E.g.* Full-sized slates, pencils of convenient length? (Mem. Pencil-holders should always be provided for all the children using slates.)

(b) Does the teacher notice improper modes of holding the pencil or pen, or of sitting?

The only infallible method of teaching children to hold their pens properly seems to be to make them take hold of them *between the thumb and middle finger*, the *forefinger* being used, not to *hold* the pen, but merely to steady and direct it.

The handle of the pen should always be pointed towards the right shoulder.

Each child should sit with its left elbow on

the desk, exactly in front of its left shoulder. The right hand and arm should not be used for support to the body, but should be able to play freely.

(c) Has the teacher a *blackboard* in front of his class; and does he, after occasional inspection of each child's exercise, use it to illustrate defective and to show proper modes of writing?

(d) Is a round, bold style of handwriting taught? Small, angular writing should be carefully avoided.

(e) Is thoroughly careful, neat writing enforced?

(f) After watching the writing lesson, look through the copybooks, and (besides noticing whether the style of writing presented by them for imitation is bold and round) note whether any bad mistakes have been passed over without correction.

Many of the best teachers require their subordinates to make a pencil mark *opposite to every line* in their scholars' copybooks, in order to show that they have revised it.

This is a plan which you may confidently recommend to your teachers, and assist them in enforcing.

Very striking cases have been brought to our knowledge in which the whole character of the work in schools has been raised from a low to a high standard, concurrently with if not in consequence of the successful bestowal of special attention upon handwriting. Nothing makes a greater impression upon *parents* than their children's progress in handwriting.

#### SPELLING.

152. (a) Is spelling taught with reference to *principles*—

Hints for  
teaching  
spelling.

*E.g.* the elision of "e" in forming the present participle of verbs ending in "e"; the change of "y" into "ies" in forming the

plural of nouns ending in "y" (preceded by a consonant)?

(b) Are *dictionaries* in constant use among the upper classes?

N.B.—A capital exercise, testing *inter alia* facility of *reading*, is to give the children words to find in their dictionaries, with good marks for quickness.

(c) In dictation lessons, is the piece to be dictated first read over to the class (so that the children may grasp its meaning as a whole)? Are the children obliged to wait *until the teacher's voice has ceased* before beginning to write?

(d) Is dictation confined within moderate limits?

Mr. Turnbull, H.M. Inspector of Schools, on p. 116 of the Committee of Council's Blue Book for 1873-1874, says, "It **has** been remarked to me that spelling is injured by excessive use of dictation, and that transcription, properly revised, is safer."

(e) Are precautions taken against the children's copying from one another?

When slates are used, the children may stand back to back. When they write in desks they should be made to sit with their faces inclined towards the teacher, who should stand in front of the left hand corner of the class.

(f) Are all mistakes rigidly noticed, and are the children obliged to write out all words misspelt, until they have become thoroughly familiar with them in their correct form? Is care taken to make the children use capital letters where they are required?

#### COMPOSITION.

153. (a) Is composition taught in conjunction with the analysis of sentences, of which it is the reverse process?

Hints for  
teaching  
composition.



*E.g.* A child, having been taught what a sentence is, should be required to frame sentences. Having learnt what the subject, the predicate, the object, &c., are, it should be required to supply these in sentences from which they have been purposely omitted.

(b) Are suitable rules for punctuation mastered by the children? A valuable collection of such rules will be found in Mr. Mason's Grammar.

(c) Are the children in and above Standard III. taught to write letters? An occasional letter to those at home would not only be a valuable preparation for future "composition," but would help to interest the parents in the progress of their child.

#### ARITHMETIC.

Hints for  
teaching  
arithmetic.

154. (a) Does the teacher commence his lesson by explanation of or questions upon the *principles* involved in the "Rule" with which he is about to deal?

(b) Does he, in examining the class upon the subject of the lesson, take precautions *to render copying impossible*?

N.B.—Copying is easier to carry out and less easy to detect in arithmetic than in almost any subject (cf. Mr. Fearon's remarks, "School Inspection," pp. 54—61).

(c) Does he question his class on their "tables," and does he lay stress upon the questions being answered without even momentary hesitation?

N.B.—If you find children working their sums with the aid of their fingers or of strokes on their slates, be sure that they do not know their Tables as they ought. Habits of this kind are very easily formed and should be most carefully guarded against, especially where the classes are under the charge of young pupil-teachers.

(d) Is mental arithmetic taught to every class in the school for, at any rate, five minutes a day? On this point cf. Joyce's "School Management," pp. 203—209.

(e) Does the teacher give the children plenty of exercises in which the rules they have mastered have to be applied to matters of everyday life?

The great test of good teaching in arithmetic is the way in which the children work simple "sense" sums. If the arithmetical principles are thoroughly taught, these should present no real difficulty.

In giving lessons on these sums a teacher should proceed as follows: Let him explain a "sense" sum thoroughly to the class; then vary it slightly, and set one of the *sharpest* children in the class to explain it to his fellows; then vary it again, and require an explanation of it from a child of *average* ability.

(f) Are rules constantly reviewed, so as to show their relation to one another?

(g) Generally, is the teaching thorough, or does it keep the bare requirements of the Code too much in view?

*E.g.* Is Standard IV. introduced to vulgar fractions, which are extremely useful in dealing with sums involving "long" or "square" measures? Is Standard V. introduced to both vulgar and decimal fractions, one or both of which can be made very useful in working sums in practice and proportion? Is Standard VI. (and perhaps also Standard V.) introduced to the highly important rules of "interest" and "discount," and also to the science of "book-keeping"? These, though not mentioned in article 28, are invaluable to boys or girls going into offices.

(h) The following important points in the teaching of arithmetic should also not be overlooked:—

- (1) The children should be taught *how to strike out mistakes*, i.e. by drawing a horizontal line through the wrong word or figure.
- (2) They should be taught *never to alter a figure*, but always to strike it out and rewrite it. It is exceedingly dangerous to *alter figures*, as to which the context supplies no guide in the case of doubtful legibility.
- (3) They should be taught *to strike out wrong work without hesitation*. Where the work is done on slates there is no difficulty on this head; but where it is done on paper, a timid child will often shrink so much from the disfigurement caused by cancelling a sum as to prefer leaving it in its incorrect state.

#### GRAMMAR.

Hints for  
teaching  
grammar.

155. (a) Is the subject taught in such a way as to awaken the children's interest? For instance, does the teacher take pains to explain to the children the *use* of learning grammar, before rushing into bare abstract teaching?

(b) Are the definitions put before the children *accurate*; and is care taken, by thorough explanation of each term used in them, and by quoting and criticizing incorrect definitions, to bring home their full force to the children?

(c) Is the teacher careful to show his scholars that the mere *form* of a word does not determine to which "part of speech" it belongs, but that, before this can be known, the part which the word plays in the sentence must be ascertained?

(d) In lessons to Standard IV. and upwards, is care taken that the children, in parsing and analysis, do

not use words (*e.g.* "transitive," "indicative mood," "neuter gender") without understanding *why* they apply them to any particular word?

(*e*) Are the *elements* of "analysis" introduced to the children as early as Standard IV.? (See Fearon's "School Inspection," pp. 47—51.) Are the Third Standard at least *introduced* to all the parts of speech; and the Second Standard introduced to parts of speech other than nouns so far as to know that words which are sometimes nouns are not always such, and to distinguish their several uses?

(*f*) In teaching "analysis," is the difference between "word," "phrase," and "clause," clearly explained? (*E.g.* A phrase is a collection of words expressing some one idea *without* a subject and predicate; a clause is a similar collection *containing* subject and predicate.) Is the teacher careful to show that the *functions* of words, phrases, and clauses in a sentence are precisely the same?

(*g*) *Concentration* and *illustration* are two points of special importance in connection with the teaching of grammar. The lesson should not embrace too many subdivisions of the subject in hand. Each branch of the subject should be brought home to the children's minds by copious illustrations: *e.g.* of the use in every-day life of words employed as grammatical terms, such as "subject," "object," "subordinate," "conjunction," &c.

(*h*) It has been found of use in teaching grammar to write a number of provincialisms on a blackboard and get the higher classes to point out the grammatical mistakes they generally involve. *E.g.* "No liquor to be drank on the premises." "They went in the field." "It is the soonest way to Manchester." An exhaustive list of such provincialisms for each

Provincial-  
isms.

district in which they prevail would be of invaluable assistance in the teaching of English grammar.

Advice of a  
leading  
grammar-  
man.

(i) The following extract from Mr. Mason's preface to his "English Grammar Practice" is well worthy of the attention of all who are interested in the teaching of grammar:—

"In the use of these exercises I strenuously urge upon teachers patient and unflinching compliance with the directions given for guiding the pupil to a thorough understanding of the *functions* of words and forms. Nothing is more useless and even hurtful than to furnish a learner with any kind of mechanical directions to enable him to tell the parts of speech. If he cannot tell that a word is a verb, an adverb, or a preposition by recognising its meaning and function in the sentence, of what possible use can it be for him to give it a name by the application of some empirical rule relating to its position, or something of the sort? When in this fashion he has managed to say that "now" is an *adverb*, or "against" a *preposition*, he really knows no more than he did before. He is simply using words without a perception of their meaning. Nay, the matter is worse than this, for he is deluded into the idea that he knows something, while his fancied knowledge is a mere sham, and this delusion is itself a bar to his acquisition of the only kind of knowledge which could be of any use to him.

"If the pupil is too young to master the proper explanation readily, wait till he is older; if he is too dull, take him patiently over the ground again and again till the difficulties have vanished. None but learners of abnormal stupidity will hold out against this kind of treatment, and they had better devote such intellect as they have to simple pursuits. The

bane of far too much of our ordinary school work is the ignorant impatience of teachers to get their pupils "over the ground," that is to say, through a certain number of pages of some text-book. A tolerably long and wide experience justifies me in affirming most strongly that *slow and careful teaching* pays best even at examinations. The specimens of parsing and analysis that I see yearly in hundreds of instances show how deplorably time and (not patience, but) impatience have been wasted in going over and over again the same profitless round of mechanical and unintelligent repetition. It is this that renders school "lessons" wearisome to the teacher, and dreary and repulsive to the pupil. No matter what the subject may be, learners never find a lesson dull when they feel that they are *really learning* something." \*

## GEOGRAPHY.

156. (a) Is the children's understanding of the geographical terms used by them or their teacher Hints for teaching geography. thoroughly tested?

Standard II. is required to know the "definitions." Mere "rote" knowledge of these is useless. The mere mention of the term "cape," "plain," &c., or of its definition, ought instantaneously to bring the thing itself before the child's mind.

Similarly as regards the "meaning of a map." The meaning of the signs used on it to represent land, water, rivers, towns, &c., should be as "legible" to the child as the letters of the alphabet.

\* Many valuable hints on teaching grammar, especially in regard to the detection and avoidance of erroneous definitions, are contained in an address delivered by Mr. Mason to the College of Preceptors, and printed in the *Educational Times* of May 1st, 1878.

Under the term "meaning of a map" seems also to be included the *use* or *object* of a map, viz. to represent, in miniature, the shape of a place or country, and to show the relative situations of points within it. A lesson on this subject could not be better introduced than by means of a *plan of the schoolroom*.

The definitions should be taught with the aid of physical illustrations, either given in the country around the school, or, in the case of town schools, by means of a miniature representation (in clay and water, see p. 37 *supra*) of a part of the earth's surface.

As to a machine for illustrating the "motions of the earth," see p. 37.

(b) Is physical geography made the foundation of the teaching of "political" geography? (Cf. Fearon's "School Inspection," p. 71.)

(c) Is the teaching of geography made interesting by connecting it with historical or present facts? Any local legend or tradition would be invaluable in inspiring an interest in the topography of the neighbourhood in which it occurred. (Cf. Fearon's "School Inspection," pp. 77, 78.)

(d) Is the *blank map* freely used? Are the scholars in Standard III. and upwards practised in drawing maps?

Map-drawing is an excellent exercise for home-work, being calculated to give parents a great interest in their children's studies, and to afford them ocular evidence of their progress. There can, also, be no better preparation for a lesson on the geography of a country, county, or district, than to have drawn a map of it on the previous evening.

In the Irish schools the teaching of the topography of the neighbourhood from the *ordnance survey* is found invaluable in giving young chil-

dren a personal interest in geography, especially where this can be followed up (on school excursions, &c.) by pointing out the actual physical features previously seen upon the map. From "the neighbourhood" the children are naturally drawn on to take an interest in their own *county*, then in their *country*, its colonies, and so forth.

The following plan has also been found very useful. Provide every child in the class with a little atlas and "syllabus," each containing the names of a sufficient number of places for children to remember. Hang opposite to the class a blank map, on which towns, rivers, &c., are indicated by the marks usually representing them. Call attention to these, touching them with a pointer, and requiring the class to repeat their names after they have found them in their atlases. Then let the class take their syllabuses and silently study the blank map.

### HISTORY.

157. (a) Is the children's knowledge of dates continually tested; and is great stress laid upon such knowledge being very ready? Hints for teaching history.

(b) Have the children been required—by home work or otherwise—to prepare for the lesson by mastering so much of its subject as should be learnt by rote? (Cf. Fearon's "School Inspection," pp. 81—85.)

(c) Is the map freely used in illustration of descriptions of battles, marches, conquests, &c.?

(d) Is the teaching such as both to interest the children, and to foster a patriotic feeling among them?

Their attention—to quote from a circular of the Education Department, which has been placed in the hands of all school managers throughout the country—should be specially



directed to the interesting stories of history, to the lives of noble characters, and to incidents which tend to create a patriotic feeling of regard for their country and its position in the world; while they should be made acquainted with the leading historical incidents that have taken place in their own neighbourhood, and interest should be excited in the colonial and foreign possessions of the British Crown.

In Appendix XI., Part 3 B., will be found a short sketch of the methods pursued in a certain highly efficient school in teaching several of the above subjects.

### HOME LESSONS.

Home  
lessons.

158. (a) Children attending middle and upper class schools are at a great advantage over those frequenting public elementary ones, owing to the special facilities afforded them for the preparation of their lessons. If boarders, they will have a period set apart during each day for the study of their tasks under the direct supervision of their teachers; if day scholars, they will in all probability have more or less intelligent parents to see that they do not neglect the home lessons required of them.

Difficulties  
in the way of  
home lessons.

It is a very different matter with the children of the lower classes. Their parents, far from making a rule of helping them with their home lessons, even when they can do so, only too often grudge them the quiet necessary for study. Indeed the home circumstances of the children attending school in very low neighbourhoods may sometimes make it almost impossible for them to prepare these lessons. On the other hand, we think that the difficulties in the way of home lessons in the average elementary school are

too often over-estimated by the teacher, and therefore not encountered with sufficient determination and method. And yet too much stress cannot be laid on these lessons, which, when properly chosen, directed, and tested, have an incalculable influence for good on the character of the child; for in their preparation he is probably for the first time trusted to work for himself as well as taught to think for himself.

(b) Obviously, then, the managers should attach the greatest importance to these lessons. They should see, in the first instance, that the whole week's home lessons for each class are systematically announced to, and expected from, the children. "For this purpose," writes Dr. Joyce, "printed lessons which will suit any national school are printed for the Model Schools (Irish). If a teacher cannot obtain these forms, he can easily make them for himself. The pupils of the same draft should prepare the same lessons, and every child, not only the more willing children, should study them. They should not have the same lesson on two successive days; even though they break down, still they should go on to the same lesson for next day. If a child be absent for one or more days *he should come prepared in the home lesson, both oral and written, of the next day after his last attendance.* The pupils, especially those of the advanced classes, should be expected to examine the lesson tables; but to prevent all mistake and take away all excuse, those of each draft should be reminded in the evening of the lessons for next day."

This is sound advice, and where some regular system of the kind is not in practice a teacher has only attempted to grapple with the difficulties of home lessons in a very half-hearted way.

Character of  
home les-  
son tables.

(c) Again, managers should make certain that the tasks set down on these home lesson tables are not too lengthy, too vague, or too difficult for the different classes; and that they are, on the other hand, calculated to interest as far as possible not only the scholars but their parents.

(d) Home lessons should not, except in rare instances, be expected from children under the Second Standard, not only because very young children require special supervision, but also because it is better to accustom them gradually to the strain of study.

Home les-  
sons of  
Standard II.

(e) The children in the Second Standard and the higher ones should not be permitted to do written exercises at home on loose scraps of paper, but in books of proper size and form. Neatness is more easily secured in this way. Besides, books may be suitably ruled so as to avoid cramped hand-writing. Such books for the Second Standard should include space for exercises in arithmetic, grammar, and geography; and the children in this class should be expected to commit to memory rules and definitions in the above subjects, besides preparing oral lessons in spelling, tables, and repetition of poetry.

Home  
lessons of  
higher  
Standards.

The children in the higher Standards should be expected to advance on this principle with the ordinary and extra subjects, besides practising map-drawing and letter-writing.

Examina-  
tion of  
home les-  
sons.

(f) Next, these home lessons should be properly tested from day to day by the principal teacher, not carelessly slurred over, amidst a general buzz, by his subordinates, while he himself is employed in marking the registers, or in the preparation for what he regards as the more serious lessons of the forenoon. The latter course can only result in the overtaking of the memories of willing children with rules and

definitions and facts that they have never thoroughly grasped, and in a slipshod style of examination that makes no due distinction between a half and fully prepared lesson.

(g) Dr. Joyce well says that even the best of the Irish National teachers are prone "to neglect the cultivation of the memory, in the attempt to impart the whole mass of school knowledge by direct teaching." And it is probable that the unthinking and therefore one-sided character of much of the answering of scholars in our English public elementary schools is much more due to this misapprehension than to the Education Code itself, which many teachers complain of as being so mechanical as to produce only dull, average, dead-level results.

Cultivate the memory out of school by the means we have indicated above, and we venture to say that an intelligence and an ease in application of thought will set in amongst school children that will surprise their teachers. Such a system of marking for home lessons as the one mentioned in Appendix V. will exercise a most stimulating effect on the different classes, in each of which home lesson prizes might be given with great advantage. By these means the fathers and mothers of scholars might be induced to take a more practical interest in their children's home lessons. Neat writing and map-drawing always appeal to their parental interest and pride, and they or an elder brother or sister would often, if judiciously pressed by the managers or teacher, take a scholar's book and hear and correct "rote" lessons, the meaning of which might be exceedingly dark to them. But the common and most mischievous practice of sharp children helping dull or lazy class-fellows on the way to school should be

Home lesson prizes.

carefully looked out for and strongly discountenanced when detected.

### NEEDLEWORK.

Hints for  
teaching  
needlework.

159. (a) Are the children provided with work suitable to the "stage" for which they should be preparing? (As to these stages, see Appendix XIII., Part 2.) This is a point requiring especial notice in schools whose managers do not provide sewing materials, but require the children to bring them for themselves.

(b) Is neat and careful work enforced, all false or untidy stitches being required to be unpicked? Is stress laid upon the work being kept clean?

(c) Are the girls required, as soon as possible, to "fix" their own work?

(d) Are the kinds of work taught such as are likely to be of real use to the girls in after life? N.B. "*No fancy work of any kind may be done during school hours.*"—Note to Art. 17 f, New Code.

The London School Board require the upper classes in their schools to be taught to cut out and to make "every article of underclothing."

Rules of  
Liverpool  
Board on  
needlework.

(e) The following rules of the Liverpool School Board may be of use. It will be seen that they have reference not only to the *teaching* of needlework, but also to the provision of sewing materials.

"(1) The upper classes in all girls' and mixed schools shall be taught to cut out and to make articles of wearing apparel, especially underclothing.

"(2) No fancy work shall be done in any board school.

"(3) The head-teachers may allow parents to send articles of wearing apparel to the school to be made, mended, patched, or

darned; on condition, however, that every article so sent is scrupulously clean and labelled with the owner's name, and that such work does not interfere with the systematic instruction in needlework.

"To facilitate the efficient carrying out of the preceding rule the following grants will be made by the board, viz. :—

"(4) For every 100 girls in average attendance, in girls' or mixed schools, a sum of £2 to meet the first expense for calico, holland, flannel, and print, and the further sums of 16s. for the first quarter, and 10s. for each succeeding quarter, to cover the cost of patchwork, scissors, thimbles, needles, &c.

"(5) For every 100 girls in average attendance in infants' schools, a sum of 10s. per quarter, to cover all expenses for cotton, scissors, patchwork, &c.

"(6) A further sum (if desired) of £1 5s. per 100 girls in girls' or mixed schools, as a first charge for workbags to be made and used by the children. •

"All garments made at the schools at the board's expense shall be sold at cost price (being offered first to the parents of the scholars), and the money so received shall be expended in the purchase of a new stock of materials."

(f) The use of sewing machines should not be permitted during school hours, except, perhaps, as a reward, on very rare occasions, to the best sewers. Girls imperfectly acquainted with the use of the needle should on no account be permitted to use the sewing machine. Sewing machines.

(g) It is hardly necessary to say that the proper persons for the supervision of this branch of instruction Supervision by ladies.

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and catches (the latter useful aids to discipline) should be encouraged.

(b) The whole school should, as far as possible, be taught to sing; not merely a few selected classes. At the same time a little solo singing is desirable as an encouragement to specially talented children.

(c) Children but slightly gifted with ear or voice should not therefore be neglected, but should be the subject of particularly careful teaching until proved incapable of learning to sing. They should thenceforward be required to be silent during the singing lesson.

(d) The children should learn to recite the words of their songs, and should have the meaning of the words explained to them. They should also be practised in singing *without*, no less than with, the accompaniment of the harmonium or piano (the latter an invaluable adjunct to the apparatus of a school) and the help of their teacher.

We proceed to add a few remarks for the benefit of those managers who are disposed to encourage a higher training in music than the Government grant requires; a course which we strongly recommend wherever possible.

Any such higher training must necessarily involve the teaching of "singing from notes." This may be done upon three different systems—the "Tonic Sol-Fa," the "Movable Do," and the "Fixed Do." Three systems of notation.

We do not propose to enter into a minute description of these three systems, which may easily be obtained from other sources by persons interested in the subject. We confine ourselves to a few remarks on their relative difficulties and advantages.

(a) The Tonic Sol-Fa system is certainly a great



Tonic Sol-  
Fa.

improvement on mere singing by ear ; we have known wonderfully pleasing results produced by its means. It is also far easier than either of the other systems both to learn and to teach. It labours, however, under the great disadvantage, that its notation is so totally different from the "old" notation, that persons acquainted with the one have hardly taken even the first step towards knowing the other. To quote from an interesting letter appended to Mr. Wilkinson, H.M. Inspector's Report for 1875 (Blue Book for 1875—1876, p. 433), "A singer who cannot do this" (sing from the ordinary notation) "is in the position in which a man would be who had learnt Greek from books written expressly for him in English letters ; or one who had been brought up to read only the 'Fonetic Nuz,' and found himself face to face with an ordinary newspaper."

Movable Do.

(b) The "Movable Do" system is a form of the old notation. Under it the notes are written upon an ordinary stave ; the difference between it and the more common system lying in the fact that in the latter the name of each note is always the same, whatever may be the key ; in the former the name of each note varies with the key. Thus, in the "Old Notation," the note A ("La") will always be called "A" ("La") ; in the "Movable Do" it is called "Do" in the key of A, "Ray" in the key of G, and so on, the key note being always "Do."

This system is rather more difficult than the "Tonic Sol-Fa," but is in so far preferable to it as it is a distinct advance in the direction of acquaintance with the ordinary notation.

Old nota-  
tion.

(c) The ordinary system is supposed to be very difficult. We believe, however, that the main difficulty in its way lies in the want of duly qualified teachers

to instruct in it; and that, were these forthcoming, singing from note according to the ordinary system would soon become common in our elementary schools. On this point the following extract from a paper read at the Social Science Congress by Dr. Hullah, H.M. Inspector of Music, is well worth attention, and seems to prove conclusively that under competent teaching the majority of children can readily be taught music in a thoroughly scientific way:—

“At the close of my examination of the Home and Colonial Training College, in 1876, I requested the principal of that institution to allow an experiment in ‘scientific’ musical teaching to be made in his *infant* school. Immediately after the following Christmas holidays—i.e. at the beginning of last year, 1877—a class of children, sixty-five in number, between the ages of five and six, was formed and placed under the care of one of the teachers, Miss Elizabeth Crocker. For their instruction twenty minutes every fortnight, with now and then five minutes during recreation time, was allowed. What these infants had been enabled to do at the end of, say five hours, distributed over twelve weeks, was exhibited, I am told, at a meeting of subscribers in the following month of April. I examined them myself at the end of October, after my next visit to the Training College. I found that the majority of them could name correctly and readily any sounds within the limits of the same diatonic scale, and give utterance to such sounds when called upon to do so. They could beat time with their hands, and distribute notes of various lengths into measures of one, two, three, or four beats—e.g. of a crotchet and two quavers, of two crotchets and two quavers, of two minims, a minim, and a crotchet, and the like. I showed them on my hand the notes of a tune they had never before heard, and they sang it, with

one or two exceptions, accurately. Finally, they sang various simple passages, still 'at sight,' which I wrote on the blackboard."

For the present, however, and until either a larger proportion of our elementary teachers acquire the necessary musical knowledge, or the practice of employing special teachers of singing is introduced (as may easily be done in large towns, or wherever there is a sufficient number of schools within reach of one another to employ a common music teacher), managers may well thankfully accept and cordially encourage *any* system of singing from note which they can command.

In Appendix XVII. will be found a copy of a syllabus of instruction in singing by the Tonic Sol-Fa method, which may be of use to managers desirous of introducing or encouraging this system.

### DRAWING.

Objections  
to drawing  
in elemen-  
tary schools  
answered.

161. Those who object to the teaching of drawing in public elementary schools will, we think, be found to do so entirely on the ground that it is an accomplishment or a luxury which the ratepayer or voluntary manager should not be expected to provide for the children of the masses. This class of objectors is too short-sighted to perceive that instruction in drawing when kept within due limits may be of positive help in the teaching of other subjects in a school. Writing will gain in both neatness and character where it is taught. With its help, map-drawing will improve. Genealogical tables and plans of battle-fields will be set down with greater accuracy. The figures of the propositions of Euclid will be more correctly constructed. Sketches illus-

trative of animal physiology, physical geography, and Botany will be more truthfully delineated, and altogether a better character and higher finish will be imparted to the paper-work of the school. The opponents of drawing as an elementary school subject would also do well to bear in mind a couple of remarks made by Mr. Abraham Park in his recently published "Manual of Method for Pupil Teachers and Assistant Masters." "Without going the length of Karl Fröbel, who asserts that 'drawing lessons ought to be the first of all lessons given to children,' we can at least appreciate the following reasons for encouraging its systematic instruction even in our common schools.

1. It tends to diffuse a knowledge and love of art amongst artisans and others of similar rank. Two other reasons in its favour.  
A writer in the *Museum*, some time ago, with reference to the diffusion of a love of art amongst men of this class, said that it is "not to enable them to paint beautiful pictures, but to make better-shaped cups and saucers and crockery-ware, to hang their rooms with less offensive papers, to change their homes from *chambers of horrors to abodes of good taste*." It is, in fact, the application of art to material wants, so that the pleasures of taste may be added to the use of even the common necessities of life.
2. It may enable our workmen in the various trades and professions to "compete with and even excel," in their productions, "the superior designs of foreign craftsmen." The same argument applies to a large number of female occupations, and above all to the ordinary domestic work of cutting out. "By making a certain amount of art a common school requirement, we are thereby helping forward the young when they enter on the prac-

tical duties of life. The teacher who has qualified himself to give systematic aid and superior instruction in art is a most invaluable adjunct to our great manufacturing centres."

Let then the teacher, if thus skilled, or an assistant, if his tastes do not lie in this direction, be carefully on the watch to discover special talent for drawing amongst school children. And there will be no better means for discovering it than by giving a few minutes to the production of drawings and diagrams during lessons which can be illustrated by such means. When actual taste for drawing has been revealed, it can be readily fostered by encouraging the young artist, out of school hours, to draw objects of interest in the neighbourhood.

Drawing  
under some  
school  
boards.

Some school boards, notably that of London, have made drawing one of the ordinary subjects in their schools. See Appendix XVIII.

Government  
regulations  
as to.

The subject is recognised by Government; but the examinations in it are conducted and the grants or prizes awarded, not by H.M. Inspectors, but by the Science and Art Department.

Managers who think it desirable to teach drawing in their schools will find all necessary information in Appendix XVIII.

#### SPECIFIC SUBJECTS UNDER ART. 21.

Points of  
inquiry.

162. With regard to the teaching of specific subjects under Article 21 (see copy of Schedule IV. to the Code, in Appendix XIII., Part 3), the following points should be the subjects of enquiry:—

(a) Is due regard being paid to the note to Schedule IV. (set out verbatim on p. 170 below), as to the manner in which these subjects must be taught?

(b) Does the time-table provide for the "continuous teaching" of the subject in question "throughout the year"? (See Art. 21.)

The only exception to this rule is, we believe, in favour of children presented in specific subjects in pursuance of the conditions attached to the holding of "Honour Certificates" (see Appendix XIV.).\* Managers should, however, consult the Department before taking this for granted.

(c) Is every *girl* who is undergoing instruction in specific subjects studying domestic economy? (See Art. 21 F.)

(d) As regards subject (1) (literature), have the passages for recitation been approved by H.M. Inspector? As regards subjects (3), (4), and (5) (Latin, French, and German), has an understanding been come to with H.M. Inspector as to the precise extent of the several "stages;" e.g. as to the meaning of "to the end of regular verbs" (Latin); "ten pages of a French vocabulary" (French)?

(e) Is the state of the school, as regards the more essential subjects, such as to justify the bestowal of time on "specifics"?

Note that under Art. 21 (c) "no payment will be made under this Article if less than 75 per cent. of the passes attainable in the Standard examination . . . has been obtained." Generally speaking, managers will act in the best interests of their school by allowing no subjects to be attempted (except in the case of "Honour Certificates") unless the school at H.M. Inspector's last examination "passed" the 75 per cent. If it failed to do this, it is certain to have "lee-way" enough to make

\* Provided children have received their instruction in these subjects out of school hours.

up without having its difficulties increased by additional subjects.

(f) As regards the teaching of "domestic economy," see further p. 184, below.

### THE TEACHING OF INFANTS.

Qualifica-  
tions of  
teacher.

163. (a) Is the teacher's manner full of life and animation? Does she illustrate her lessons with amusing or interesting stories? Does she use simple language?

Note whether the children appear eager and amused in anticipation of a lesson on animals or objects. If they do not, be sure they are not accustomed to have their interest excited.

Answering  
out of turn.

(b) Is answering out of turn absolutely prohibited?

This may be easily done with a little pains, among even the youngest children. No child should, under any circumstances, be allowed to answer a question without first *putting out its hand*, and then *being bidden to answer*. If you hear the teacher say "hands out," or "no speaking out of turn," be sure that the *habit* of proper answering is more or less wanting.

Simulta-  
neous  
answering.

(c) Is simultaneous answering strictly confined to the *repetition of an answer already given, with a view to impressing it upon the children's memories?*

Nothing can be more misleading than allowing the children to *answer* simultaneously. Two or three quick children give the keynote, the remainder catch it up, and you get the impression that the whole class know the answer—an impression speedily dissipated by questioning the children individually.

Superfluous though the caution may seem, it is not, in practice, absolutely unnecessary to point out to infants' mistresses that the object of collective lessons is that *each infant* may learn something about the subject.

(d) Are the children taught to do mental addition and subtraction very readily, and altogether without the aid of *fingers* ? Use of fingers in "number."

Counting upon fingers should never be allowed. If counting is needed in the earlier stages of instruction in addition and subtraction, objects such as marbles (ball frame), pens, children, &c., should be used. As children always have their fingers with them, the temptation to continue using them continues irresistible if once the habit is acquired.

N.B.—See that counting on the fingers behind the back is not practised.

(e) Are the songs suitable for infants ?

Songs and recitations.

(f) Are the children taught to recite suitable poems ?

Such recitation should be both *simultaneous* and *individual*. The pieces should be rendered with due *expression of voice*.

(g) Are the "forms" and "colours" used as subjects for lessons such as the children are likely to come into contact with in later life ? Is the teaching of "colours" illustrated by common objects : *e.g.* flowers, dress, materials ?

Forms and colours.

(h) Are materials of all kinds freely used as subjects for "object lessons" ?

Variety of method and resource needed.

(i) And, generally, does the teacher show readiness of resource in adopting varied methods of teaching and interesting the children ? *e.g.* does she teach physical movements according to tunes ; spell stories to the children, or write them in round-hand upon the blackboard, or make them up from the letter-box ; teach the use of the clock, the names and sequence of the days of the week and the months of the year, and the numerous other little items of information which children in upper and middle class homes



pick up insensibly from association with people older than themselves, but which, without school teaching, would long remain a sealed book to the children of many poor homes.

Kindergar-  
ten.

(k) In a good many schools the Kindergarten system has been introduced to a greater or less extent. So far as this system—which will be found more fully dealt with on pp. 171, 175, 176—is concerned, the foregoing rules for judging of teaching may be to a certain extent inapplicable. One general principle, however, applies to this as to the ordinary system, viz., it should be observed whether the *individual instruction of each infant is carefully and completely carried out.*

#### REGISTERS.

164. Every manager should study the Circular of the Education Department on School Registers and the method of keeping them, issued in July, 1873 (see copy in Appendix XV.).

It will be seen that every school is required to be provided with

- (a) A register of admission, progress, and withdrawal.
- (b) Registers of daily attendance for all scholars.
- (c) A book of summaries.

165. We have already (pp. 87, 88) pointed out that it is the duty of the managers to keep the registers under proper supervision. The following suggestions will assist them in performing this duty as efficiently as possible.

By so doing they need imply no distrust of their teachers; their object is simply to make themselves personally acquainted with the facts to which they will have to certify. Hence their examination of

the registers, in the absence of anything either in the past history of the school, or in circumstances observed during their visit to raise suspicion, should be characterized by an entire absence of anything resembling distrust. Regarded as a whole, there is probably no body of persons in existence more thoroughly honest and trustworthy than the certificated teachers of this country; certainly there is no body more universally exposed to ever-recurring temptation, and more generally steady in resisting it. The managers' reasons for examining the registers are (1) the positive requirements of the Department on this point; (2) the necessity for actual personal knowledge on their part that the registers have been properly kept, in order that they may conscientiously sign the annual certificate to that effect. The case is of course different if inaccuracies or irregularities have been previously detected; but even under these circumstances managers should confine themselves to an exceptionally strict examination of the registers, expressing no suspicion either in their voice or manner, lest they should not only distress the teacher, but, by giving the children an idea that he is suspected, weaken his authority and influence over them.

The following features in registers afford a reasonable ground for such exceptionally strict examination as we have referred to:—

Points calling for inquiry.

- (a) An improbably large number of attendances.  
*E.g.* the greater number of the children invariably marked present *during a very wet week.*
- (b) If the entries for days together present the appearance of having been written *at one and the same time.*
- (c) If in any class register any "weekly total"

as set down does not tally with the sum of the attendances credited to all the members of the class during that week.

- (d) If the total of the attendances made at the then or any previous meeting or meetings is not entered at the foot of each class register.
- (e) If a register shows *blanks, erasures, or pencil marks.*

The absence of children marked present is not unfrequently accounted for by stating that "they have been sent home for school-pence." As this practice both tends to the disorganization of the school and causes the children sent home to lose a portion of their schooling, the rule of the London School Board upon this point seems a very wise one, viz., "*On no account must any child be sent home during school hours for the school fee.*"

Testing of  
admission  
register ;

166. To test the manner in which the admission register is kept.

(a) Select any child in the school and look for its name in the index. Then notice the number entered in the index opposite to the name, and look for the corresponding number in the body of the register. This should give you the name you want.

The object of the foregoing is to ascertain whether the admission register is so kept as to render reference to any part of it a matter of perfect ease.

The numbers entered against the names in the *body* of the register should be *consecutive* ; not so, of course, those in the *index*.

(b) Having found the name in the body of the register, see whether the child's *day, month, and year of birth*, and *day, month, and year of admission to the school*, are given. In the case of children shown to

have entered since 1st January, 1878, call occasionally for the "Child's School Book,"\* and compare the particulars there entered with those in the register.

(c) Inquire in what "Standard" the child now is, and see whether the register shows it to have been last year presented in a *lower* Standard; or, if presented in the *same* Standard, whether it is shown to have last year *failed in two subjects* (see Art. 29).

167. To test the manner in which the summary register is kept, select a few of the entries, and verify them by reference to the daily registers. of summary register;

N.B. It is very important that the summary register should be kept posted up from week to week. In case of the loss of any of the daily registers, the information it would supply is most valuable.

168. In examining the daily registers—

(a) Note whether the registers are kept *neatly*, whether the names in them are written *legibly* and *in full*, and whether there are any *erasures*. ("There must be no erasures."—*Circular*. All necessary alterations should be made by a foot-note.) of daily registers.

Remember that assistant-teachers and pupil-teachers who have completed their second year are allowed to mark the registers; and that you will be materially assisting the head-teacher by insisting upon the neat and scrupulously accurate performance of this duty by his subordinates.

(b) Note whether each register distinctly shows—

- (1) The name of the school.
- (2) The name of the class to which it refers.
- (3) All necessary dates.

(c) Take any name in a register and refer from

\* "A 'Child's School Book' . . . must be deposited with the teacher, in proof of age, by every child admitted to a school after the 1st of January, 1878." Art. 19, B. 6.

it to the corresponding name in the admission register.

The object of this is to ascertain whether the books are so kept as to admit of an easy reference from one to the other.

If the "admission numbers" are kept properly posted-up in both the daily and the admission registers, this reference is a matter of no difficulty whatever.

(d) Take some one register, and, proceeding to the class containing the children whose names are entered in it, count these children, and compare their number with the total entered at the foot of the register. If these do not correspond, ask for an explanation.

The explanation will often be that the class contains children whose names are not in that particular register, or that the register contains other names in addition to those of that particular class. On this, point out the importance of confining each register to some one class, which may be done without any difficulty (except in the rare cases of children being placed in a different class from their usual one for some particular lesson) by *transferring the name of each child moved into a different class into the register for that class*, noting such transfer in both registers.

(e) Take a register and call over the names contained in it, noting carefully whether the children answering to their names are marked present, and *vice versa*. (N.B. There is, under certain circumstances, a temptation to teachers to mark children absent when they are present.)

If you discover no mistakes in the first two or three registers (selected haphazard from the whole number) which you call over, you may probably assume the rest to be correct. In case, however, of

*any* errors in marking being detected, it is best to call over *every name* in the school, in order that you may be better able to judge whether the inaccuracies have arisen from accident, from carelessness, or from design.

(*f*) A further point connected with registers requires the attention of managers. This is, whether their marking is regularly completed at the time specified on the time-table. With regard to this time itself, see pp. 42, 43, above, under the head of "Time-table."

Completion  
of marking  
of registers  
at the  
proper time.

On page 4 of the "Managers' Return" the following question is asked: "Have the class registers been invariably marked on each occasion\* the school has been open, and closed before the commencement of the minimum time specified in Article 23?"

This is a question which the head-teacher alone can answer. The managers, however, or some of them, should be in a position to endorse his answer. This they can only do by paying incidental visits to the school *just after* the time for finally closing the registers, and noting whether the marking of the registers is entirely finished.

In connection with this point, they should see that there is in every main schoolroom a trustworthy clock, unless the teacher has a thoroughly good watch.

(*g*) Managers should occasionally be present *during* the marking of the registers. This will enable them to notice *three* points of great importance as regards accurate registration, viz.:—

Proper  
mode of  
marking.

\* This question is intended to prevent the omission of the marking of the registers in case of the attendance being found likely, at the opening of the school, to be very scanty (*e.g.* from bad weather).

(1) Is each child, however young, required to answer for itself?

The slovenly practice in some schools of allowing the pupil-teachers to answer for the children should be strictly prohibited.

(2) Does each teacher, before marking a child present, satisfy himself by the use of his *eyes* that the child is actually present?

If he marks the registers without looking at the class, there is great danger of the children's taking advantage of this, and answering for one another.

(3) Is the room in a state of quiet during the calling of the names, so that no mistake is likely to arise from imperfect hearing on the part either of teacher or scholars?

#### GENERAL COMPLIANCE WITH RULES OF THE DEPARTMENT.

169. Under the head of "Observing generally whether the rules of the Education Department are so complied with as to place the school in no danger of an unfavourable report from H.M. Inspector in case of a visit from him without notice," it will be sufficient to indicate the points he is specially directed to notice on every such visit.

These are (in addition to the *state of the premises*,\* *apparatus, organization and discipline, and registers*)—

\* Note particularly the following extract from a circular to H.M. Inspectors issued by the Department in 1877: "I am to take this opportunity of requesting that in all cases, and especially when you pay a visit without notice to a school, you will be careful to inspect the offices, and report whether the teachers see to their being properly kept. My Lords have reason to believe, from statements which have reached them from competent authorities, that this part of the teacher's duty is not always attended to, and that the offices of schools are sometimes kept in so disgraceful a state as

- (a) Whether the *approved time-table* and the *conscience clause regulations* are conspicuously hung up.
- (b) Whether the log-book is duly posted up, both as regards the weekly entries and the entry of H.M. Inspector's reports and the visits of managers.
- (c) Whether the work of the school is proceeding in accordance with the time-table; or, if not, whether a special note of the reasons for departing from it has been made in the log-book.

The *portfolio* and *account-books* will probably *not* be at the school, the former being properly kept in the custody of the *secretary*, the latter in that of the *treasurer* of the managers.

#### ADVANTAGES OF PERIODICAL EXAMINATIONS.

170. A further question of very great importance to a school is that of the periodical examination above referred to. Advantages of periodical examinations.

Such examinations have been over and over again recommended by the Education Department. Of their expediency, also, on general grounds, there can be little doubt.

Their advantages are—

- (a) They disclose the weak points in the attainments, which not every teacher is capable of detecting for himself in the case of his own pupils.
- (b) They familiarise the children with examination, and give them a better chance of doing themselves justice before H.M. Inspector.
- (c) They make the managers acquainted with the

to be prejudicial to health. Wherever this is proved to be the case the grant to the school will be seriously reduced, on account of the neglect of the managers and teachers."



real progress of the school; information which is especially valuable in the case of the head-teacher's being a recent appointment, or in the case of a change of teachers during the year.

(d) They stimulate the teachers to work hard all the year round, instead of trusting too much to the work of the last six months.

#### BY WHOM THE EXAMINATIONS SHOULD BE CONDUCTED.

171. The question by whom the examinations are to be conducted must be a matter for the consideration of the managers themselves. In the case of school boards employing an organizing master or inspector, the latter will, in all probability, be the best person for the office. In the case of voluntary managers, the work might either be performed by them jointly or delegated to one of their number. In every such case, however, the general body of managers will do well either to take some part in the work or to watch it with more or less attention, as they will find such observation both interesting and instructive. In fact, there can hardly be a greater help towards a practical acquaintance with the principles on which a school should be taught than taking an active part in the examination of its scholars. Managers who are diffident about their powers should confine themselves to individual (and, more or less, *tête-à-tête*) examination until they have gained considerable experience and confidence.

It will be observed that we do not suggest the employment of the head-teacher of the school in the examination. This omission is due to no doubt of either his skill or his impartiality, but to the fact that hardly any teacher, in examining his own

school, can avoid falling into the same "groove" in his questions as that in which his teaching has travelled during the year. Hence the extreme disappointment of so many teachers at the difference between H.M. Inspector's estimate of their schools and their own. Hence, also, the practice among a good many experienced teachers of getting neighbouring teachers to examine their schools, repaying them by a similar service on their part.

AT WHAT INTERVALS SCHOOLS SHOULD BE  
EXAMINED, &c.

172. Managers must use their own discretion as to the frequency with which they examine their schools.

*Scheme of  
quarterly  
examina-  
tions.*

It is probable, however, that a *quarterly* examination will commend itself to most of them. The following suggestions are founded upon the assumption that the examinations will be quarterly; *i.e.* the first at the end of three months, the second six months, the third nine months, after the Government inspection.

The "Standards" prescribed by the Education Department are supposed to represent the attainments suitable to an average child in six successive years; the difference between each "Standard" and the one preceding or following it representing the work of a year.

In order, therefore, to test the due progress of the school by quarterly examinations, it will be necessary to consider what portion of the year's work should have been mastered by the time of each examination.

It may, we think, be laid down that about one-third of the year's work should have been mastered by the end of the first quarter, two-thirds

by the end of the second, and the whole by the end of the third; leaving the last quarter to be occupied in carefully going over all the ground previously traversed, in paying special attention to the backward children, and in imparting extra "polish" to those who know their work. All teachers will not follow exactly the same plan in this respect; but, as regards the *results* to be looked for at each examination, some such scheme may be assumed to have constituted their basis of operations.

It is, of course, not intended that the last quarter of the year should be devoted to "cram," but to a real confirmation of the knowledge and skill already gained. In a school conducted with ideal perfection no special preparation for the annual examination would be needed.

173. The following table shows the work of each "Standard," roughly divided into three parts in accordance with the above suggestion.

Standard.	1st Quarter.		2nd Quarter.		3rd Quarter.		
	One-third of the total number of pages in the books to be prepared for the inspection. Or, if one of the books is easier than the other, the whole of the easier book in the first quarter, and one-half of the other in each of the other two quarters.						
Reading.	1	Transcription from part of Reading-book prepared. Dictation of easy monosyllables.		Transcription as before. Dictation of more difficult monosyllables.		Transcription as before. Dictation of easy dissyllables.	
	2	Dictation from part of Reading-book prepared.					
	3						
	4						
	5	Reproduction of stories increasing in length each quarter.					
Writing.	6	Letter.		Theme.		Theme and Letter.	
	1	Addition. Tables to $2 \times 12$ .		Subtraction. Tables to $4 \times 12$ .		Addition and Subtraction. Tables to $6 \times 12$ .	
	2	Addition and Subtraction of numbers to 5 figures. Multiplication by one figure. Tables to $8 \times 12$ .		Multiplication by numbers of not more than 2 figures. Tables to $10 \times 12$ .		Multiplication and Division. Tables to $12 \times 12$ .	
	3	Long Division. Money Tables. Notation to 1,000,000.		Addition of Money.		Subtraction of Money.	
	4	Multiplication of Money. Weights and Measures Tables.		Division and Reduction of Money.		Reduction of Weights and Measures.	
	5	Practice.		Bills of Parcels.		Simple Proportion.	
	6	Double Rule of Three.		Vulgar Fractions.		Decimal Fractions	
Arithmetic.							

	Standard.	1st Quarter.	2nd Quarter.	3rd Quarter.
<i>Grammar.</i>	2	Common Nouns.	Easy Abstract Nouns.	All Nouns.
	3	Adjectives.	Verbs.	Nouns, Verbs, and Adjectives.
	4	Parts of Speech. Nouns and Pronouns fully.	Inflection of Adjectives and Adverbs fully.	Verbs and Prepositions fully.
	5	Subject and Predicate. Substantive Phrases. Full Parsing.	Object. Enlargements (Attributive Adjuncts) of Subject and Object. Adjectival Phrases. Full Parsing.	Extensions (Adverbial Adjuncts) of Predicate. Adverbial Phrases. Full Parsing.
	6	Substantive Clauses.	Adjectival Clauses.	Adverbial Clauses.
		Full Parsing.		
<i>Geography.</i>	2	Definitions. Points of Compass (Cardinal).	Meaning of a Map. Points of Compass (intermediate).	Form and Motions of the Earth.
	3	Own County. Boundaries and General Shape of England.	Physical Features and Principal Counties.	Rest of Subject.
	4	Scotland.	Ireland.	Colonies.
	5	British Isles. France. Germany.	Spain and Portugal. Italy. Switzerland. Netherlands.	Rest of Subject.
	6	Europe and Asia.	Africa and Australia,	America.
<i>History.</i>	4	B.C. 55—A.D. 449.	A.D. 450—901.	A.D. 901—1066.
	5	A.D. 1066—1215.	A.D. 1215—1377.	A.D. 1377—1485.
	6	A.D. 1485—1603.	A.D. 1603—1688.	A.D. 1688—1820.
<i>Needle-work &amp; Singing.</i>		Arrange with the teacher as to what portions of each subject shall be taught during each quarter.		

MEM. Care should be taken to ascertain, by questions referring to "back-work," that during the second and third quarters the work of the previous quarter or quarters is not allowed to be forgotten.

#### PRACTICAL SUGGESTIONS FOR THE CONDUCT OF EXAMINATIONS.

174. We now proceed to offer a few suggestions as to the best mode of conducting the examination, so as to render it as thorough a test as possible of the children's real proficiency.\*

175. As to the arrangement of the children in the desks, it will be well to have regard to the system followed by the inspector for the district in examining *in arithmetic*. Arrange-  
ment of chil-  
dren for  
work.

Some inspectors keep each class together, dictating different sums, or giving different cards, to each child of every two or three. Others mix the classes up, so that no two members of the same class shall sit together, and then give the same sums to each member of the class. The object of each arrangement is the same—viz., that there may be no copying.

176. Whichever system is adopted, it will be necessary to keep the children under supervision, lest, although they cannot directly copy from their neighbours' slates or papers, the less advanced ones may obtain secret help from those sitting next to them. Supervision  
of children  
at work.

This supervision should be exercised by the teachers (whose interest it is that each child's attainments should be unmistakably tested). In large schools the teacher of each class should be placed in front of it, with instructions to watch the whole class carefully

\* These suggestions may be applicable, in their entirety, to those examinations alone which are held when the work of the year is supposed to have been completed. They embody general principles, however, which may be adopted in any examination.

and take note of even a wandering eye; while the head-teacher, occupying a prominent position in the centre of the room; should control his subordinates, and, through them, the whole school.

In small schools some one teacher may be placed, with similar instructions, in such a position as to command a view of all the classes at once.

Teachers should be specially cautioned not to let their interest in the success or failure of individual scholars lead them to relax their supervision of their school, or class, *as a whole*. Otherwise they may give the managers (or H.M. Inspector on the occasion of his annual visit) an unfavourable impression as to their powers of maintaining discipline.

Standard of attainment to be required for a pass.

177. As regards the standard of attainment which you require for a "pass," do not aim too much at assimilating your requirements to those of H.M. Inspector, however accurately you may believe yourselves to be acquainted with them.

Putting aside the fact that the unexpected appointment of a new inspector may upset all your calculations, it is never safe to rely upon children's doing their very best at an examination. Hence you will do well not to be satisfied in any case with less than a good and unhesitating knowledge of the subject in question. At the least, allow 25 per cent. fewer mistakes than H.M. Inspector is believed to allow for a "pass."

Examination in Reading.

178. In examining in Reading.

(a) Test the children *in each of their two reading-books* (cf. p. 33).

The most effectual way of doing this is to give out one of each set of books to every alternate child.

(b) If possible, hear the children read *as you*

*stand in front of the group of desks in which they sit, causing each one to stand as his turn comes.*

If you prefer calling up a few at a time to a table at which you sit, cause them to stand back *so as to be two or three yards from you.*

The object of these arrangements is to oblige the children to speak out properly.

(c) Remember that, above Standard I., children have not merely to "read," but to *read with intelligence.*

Adopting the widest possible interpretation of this phrase (so as to be prepared for a similar interpretation of it by H.M. Inspector, and so as to encourage the fullest possible training of the children), expect *all* of the following conditions to be fulfilled before you "pass" a child as satisfying this requirement.

(1) Expect him to read *without any pause whatever for spelling.* Be sure that he is really *reading*, and not repeating the words by rote.

If you have any doubt on this latter point, you can easily satisfy it by making the child read isolated words, and requiring him to pronounce them at sight.

The latter precaution is very often desirable in the case of infants, or of children in Standard I., whose reading-books are generally somewhat limited in respect of quantity of matter.

In particular, in order to ascertain whether a child "knows its letters," *never* test it with the alphabet card to which it has been accustomed. Children will name or find the different letters on a familiar page by means solely of their position, and without really knowing their forms.

(2) Expect him to read *so that you yourself can readily understand him.*

You can best test this by closing your



book, so as not to follow with your eyes the words he is reading.

(3) Expect him *to read without many mistakes, and always to correct his own errors.*

The mere making of frequent mistakes is a proof of careless teaching.

The non-correction of mistakes is a proof that the child does not understand what he is reading about.

(4) Expect him, by answering questions, *to show that he understands what he has been reading about.*

Do not be content merely to ask the meaning of *words*; but by general questions see that *the whole sense* of the passage read has been fairly grasped.

The mere acquisition by rote of explanations of words is too often considered by young teachers an equivalent for intelligence in reading. It is obvious that this is not intelligence at all, unless *the meaning of the explanations themselves* is understood. Even then, a knowledge of the meaning of isolated words does not enable a child to "read with intelligence."

Examina-  
tion in  
Writing.

179. Writing, Spelling, and English Composition \* may be tested—

In Standard I. by giving each child a line or so to transcribe from a reading-book, and by dictating a few common words out of it.

In Standards II., III., and IV. by dictating a passage to the class from a reading-book.

In Standard V. by reading a short story to the class, and requiring them to reproduce it.

In Standard VI. by requiring the class to write either a letter or a short theme on some simple subject.

\* The examination in these subjects should be *upon paper* for Standards III. and upwards; also for Standard II. if it is the practice of the Inspector for the district to examine this Standard upon paper.

As H.M. Inspector may, if he thinks fit, substitute Dictation for Composition in examining Standards V. and VI. in Writing, you will be wise to examine each Standard in *both* Dictation and Composition.

As regards Handwriting, the main requirement is that it should be *easily legible*. But you should not be satisfied with it unless, in addition, it is *regular*, *round*, and *bold*.

While you are giving out dictation, you have a good opportunity of observing whether the children hold their pens properly, and sit in correct positions.

As regards Spelling, Standard I. should make no mistakes in the transcription exercises, and should spell at least three out of four of the dictated words correctly.

Standards II., III., IV., V., and VI. should not make more than one mistake in every 15 or 20 words.

N.B.—It is a good plan to dictate to these Standards a passage (say 25 to 30 words) from *each* of their two reading-books.

Standards V. and VI. in composition, should spell correctly, should express themselves grammatically, and should divide their exercise into proper periods and insert the right stops.

In giving out dictation, be careful to place yourself opposite to the left-hand corner of the group of desks in which the children are sitting. In this way every child will partly face towards you, and you will be able to detect any attempt at copying.

In selecting passages for dictation, take care, on the one hand, to avoid those containing a great number of crabbed and unusual words; and, on the other, to choose a passage not inferior in difficulty to

the general "run" of the book. Passages containing what some call "catches," but what are really words testing the children's intelligence (*e.g.* "is," "his;" "there," "their;" "here," "hear"), are very desirable for dictation.

Examina-  
tion in  
Arithmetic.

180. In examining in Arithmetic,\* the following points should be attended to:—

- (a) The sums set should be such as to test notation. If cards are used the numbers should be printed in words. If the sums are dictated, the numbers should be read out as in common parlance; *e.g.* "one thousand and six," not "one, ought, ought, six," nor, "one, no hundreds, no tens, six."

The numbers given to Standard I. need not exceed four figures,† and those to Standard II. five figures. For the other Standards you should go as far as "millions." In examining the upper Standards, if you wish to test their quickness and knowledge of principle rather than their power of dealing with numerous figures, you may give them sums involving only small numbers, and test their notation by dictating three or four large numbers, to be merely written down.

- (b) The sums set should not—above Standard I.—be merely "straightforward" (*i.e.* such as to require no thought as to the mode of working them). Some of them at any rate should contain the ordinary terms used in arithmetic (*e.g.* "Find the sum and difference of £29 0s. 8d. and £13 9s. 10½d.;" "if .02 is the divisor and 1.09 the dividend,

\* This examination should be *upon paper* for Standard III. and upwards; also for Standard II. if it is the practice of the Inspector for the district to examine this Standard on paper.

† Standard I. is not required to know *notation* beyond 1,000.

find the quotient"). Some of them, also, should be such as to test the children's power of applying the rules learnt by them to matters of everyday life (*e.g.* "If I give a £5 note in payment for 13 dozen eggs at 10 for a shilling, how much change should I receive?").

- (c) Examine the children orally (1) in Tables, (2) in Mental Arithmetic, and (3) as to their knowledge of the principles of rules.

Expect an unhesitating knowledge of tables, also quickness in answering simple questions in mental arithmetic.

Under the third head ask such questions as "Why, in subtraction, do we carry after borrowing?" (Note the absurdity of the reason so commonly given to children, viz. that "having borrowed, you must, in honesty, pay back." An honest borrower should repay to the lender: in subtraction you "borrow" from a figure in the top line and "pay back" to one in the bottom!) "In multiplication of decimals, what is the rule as to placing the decimal point in the answer?" &c.

- (d) Both accuracy and intelligence should be taken into account in "marking" arithmetic. A child should not pass unless it has done some three-fifths of the questions correctly.

#### 181. In examining in Grammar—

- (a) In Standard II. do not be satisfied unless all, or almost all, the nouns are pointed out.\* Choose passages in which occur the names of things which have no tangible or visible existence; *e.g.* "honour," "work," "war," "caution."

Examina-  
tion in  
Grammar.

\* Omissions should in these exercises be treated as of equal importance with actual mistakes.

- (b) In Standard III. see that the children do not omit verbs under the form of *participles*, and adjectives *disjoined from nouns* or used *predicatively*.\*
- (c) In Standard IV. expect a *very accurate and ready knowledge* of the "*parts of speech*." The children should also understand the inflections of, at least, nouns, verbs, and adjectives; and should be able to tell most of the relations in which the words stand to one another.  
(Unless they know the latter they cannot really understand why any given word belongs to any particular part of speech.) You will do well not to "pass" a child which incorrectly uses a number of grammatical terms (*e.g.* "transitive," "present tense," "indicative mood").
- (d) In Standard V., in addition to the foregoing, require full analysis of a "simple" sentence; *i.e.* not merely its division into "subject and predicate," but the division of the subject into "subject," and its "enlargement," or "attributive adjuncts;" the predicate into "predicate," "object," or "complement," and "enlargement," or "attributive adjuncts" of object.
- (e) In Standard VI., besides good parsing, require full analysis of a "complex" sentence, *i.e.* the complete analysis of each clause, the division of the sentence into principal and subordinate clauses, and the indication of the relation which each subordinate clause bears to the rest of the sentence. (Cf. remarks on p. 123 as to the teaching of grammar.)

It tends greatly to simplify analysis of complex sentences to confine the

\* See note on p. 163.

use of the word "sentence" to the "complete sentence," calling its constituent "sentences" by the name of "clauses."

Whichever Standard you are dealing with, make sure that the children thoroughly know and understand the definitions of the terms with which they are dealing.

One step towards this is to ask children who have correctly indicated any "part of speech," why the word is not another "part of speech;" *e.g.* "You say so and so is a noun, why is it not an adjective?"

182. In examining in Geography the following general suggestions will be useful :— Examination in Geography.

- (a) *Approach every point from two sides.* *E.g.* besides asking, "What is a cape?" ask, "What name is given to a point of land projecting into the sea?" Besides asking, "Where is Behring's Strait?" ask, "What divides Asia from America on the extreme north?"
- (b) Test intelligent knowledge of definitions even in the highest Standards.

If you wish to be certain on this point, something very like "cross-examination" is necessary. At any rate vary the wording of your questions as much as possible, being careful, of course, to use simple language. *E.g.* if you wish to be sure that a child really knows what the mouth of a river is, you may ask any of these questions: "What do we call the part of a river where it empties itself into the sea?" "Which part of a river is the widest, the source or the mouth?" "Does the water in a river flow towards the mouth, or away from it?"

- (c) Test each child's knowledge of the "meaning of a map." *E.g.* point to a river, a lake, &c., and ask what that stands for; or require the child to show you a river, &c.
- (d) Above Standard II., besides questioning the children apart from the map, test them with a *blank map*, in order to see whether the map has been duly used in their instruction, and whether they are "at home" with it.
- (e) Ascertain whether the children, at least in Standards III. and upwards, can spell the names of the places mentioned by them, and notice whether they pronounce them properly.

Spelling  
and pronun-  
ciation of  
names of  
places.

A geographical dictionary should form part of every school library.

Correct spelling of names would be promoted by requiring the children to answer questions on paper, and by carefully noticing their mistakes in this respect.

Examina-  
tion on  
paper.

The managers will do well to conduct a part of their examinations in this manner, even though the district inspector is in the habit of examining entirely *vis à voce*. A thorough written examination does not occupy one-third of the time taken up by an oral one, which latter can only be made a satisfactory test of each child's attainments by questioning him individually. There is no question but that, if children know their work, they will answer in writing quite as well as they can orally, while *slow* and *nervous* children have their chances greatly improved by a written examination. The questions should, however, only involve short answers.

If the practice in question is adopted, care should be taken that too much answering of questions on paper as a preparation for the examination does not usurp the place of instruction.

Map-drawing, which should be practised during the year as a home lesson, ought to form part of the geographical examination in Standards III.—VI. In the case of Standard III., the children might be expected to draw their own county from memory, and other portions of England from a wall map, hung far enough from them to be only a help in outline, and then fill in names of places within their sketch from their own knowledge. The upper Standards might fairly be required to draw maps entirely from memory. Map-drawing.

183. In examining in History, make sure that the children know their dates thoroughly and readily (*e.g.* that they do not require to say over to themselves a catalogue of dates before answering your question). Examination in History.

Also see that they are thoroughly acquainted with the order and relationships of the different sovereigns, and with the leading facts about the principal men and events in each reign.

*Inter alia*, make sure that they understand the use of the word "century" in history; *e.g.* that they do not suppose the year 1650 to be in the sixteenth century.

The first chapter of Macaulay's "History of England," teeming as it does with allusions, may be made very useful in examination; *i.e.* by reading a passage, and requiring the children to specify the events, persons, &c., referred to.

184. In examining in Needlework (a matter which should be dealt with by the lady members of the Examination in Needlework.



committee of management), the work assigned to each several class (see Scheme of Needlework in Appendix XIII., Part II.) should be divided into several portions, and these portions distributed haphazard over the class. *E.g.* in Class 3—

- 1st portion. Turn down a hem and stitch it finely.
- 2nd „ Seam two raw edges together, and sew a string on.
- 3rd „ An exercise in pleating.
- 4th „ An exercise in seaming (or running) and felling, and sewing a string on.

The object of this is to save time, which would probably not suffice to permit each girl to be tested in every part of her course.

Note that “the classes for needlework need not be the same as for the standard work of the Code.” Also, that it is not *necessary* for the year 1879 that a higher stage than the fourth be reached; for 1880, a higher than the fifth (Needlework Scheme, Rules (4) and (5)).

185. In examining in Singing—

- (a) Select two or three of the songs which the children are preparing for the annual inspection, and require them to be sung.
- (b) While the children are singing go from class to class, and note whether any class fails to take a proper part in the singing.
- (c) Note whether there are many children singing out of tune. It is probable that a few children are entirely without ear, and are therefore incapable of being taught to sing. But such children are certainly not numerous. They should be instructed to remain silent while their companions are singing.

Examina-  
tion in  
Singing.

- (d) Require the children to repeat the words of their songs, and ask them a few questions in order to ascertain whether they clearly understand them.
- (e) Require the children to sing without (no less than with) the accompaniment of the piano or harmonium or the help of their teacher. The latter point is of special importance in the case of infants.

186. With regard to examination in "Specific" Subjects under Article 21, careful attention should be paid to the following note to Schedule IV. to the New Code.\* "It is intended that the instruction of the scholars in the science subjects in this Table shall be given mainly by experiment and illustration, and, in the case of physical geography, by the observation of phenomena presented in their own neighbourhood. If these subjects are taught to children by definition and verbal description, instead of by making them exercise their own powers of observation, they will be worthless as means of education. It cannot, therefore, be too strongly impressed upon teachers that nothing like learning by rote will be accepted as sufficient for a grant, and that the examination by the inspectors will be directed to elicit from the scholars, as far as possible in their own language, the ideas they have formed of what they have seen."

Examination in "Specific" Subjects.

The following points also require special attention :—

- (a) Most inspectors examine in these subjects upon paper. Managers will do well, therefore, to adopt a similar practice in their examination.
- (b) Girls cannot be presented in any of these subjects unless they take *Domestic Economy* as one of them.

\* See Appendix XIII., Part III.

(c) The three "stages" in the Schedule have not, except in the case of "Literature," any reference to "Standards;" but children presented for the first time take the first stage,\* those for the second time the second stage, and so on.

(d) "A scholar may not be examined a second time in the same stage of a specific subject; nor, after being examined in a subject, may the scholar change that subject for another before completing the first." (Art. 21 (e)).

(e) As to "Literature," note that three things are required, viz. (a) knowledge by rote of poetry or prose; (b) knowledge of meaning and allusion; (c) an exercise in composition. Failure in any one of these will probably involve failure to "pass" in the subject.

Note also that children in and beyond Standard VI. can take the *third stage only*; in Standard V. the *second only*, unless (which is not expressly stated in the Code) the *third* is also open to them.

With regard to Mathematics, the same remarks will apply as have been made on the teaching of this subject to pupil-teachers (see page 71).

As regards Latin, French, German, and the science subjects, managers should be careful to ascertain (1) that the teacher has himself attained substantial proficiency in them before he undertakes to teach them; (2) that the scholars are thoroughly well grounded in the ordinary subjects, and in those under Art. 19 C., before they attempt "specifics."

(f) As respects Domestic Economy, we believe it may be arranged with H.M. Inspector to show the girls' acquaintance with "food and its preparation" by actual cooking done in his presence.

\* Note that "the three stages of such of these subjects as admit of it may (except in the case of English literature) be taken in any order." (Schedule IV. note.)

187. In examining infants, regard must be had to the system of instruction which is being pursued. Examina-  
tion of  
infants.

The "Infant Standard" system, described below, has within our experience been adopted with much success. It has, at any rate, the merit of definiteness, and of leading gradually up to the work of the first Standard, in which children presented after they have attained the age of seven must be examined. Those who prefer to adopt Froebel's system, or its various modifications, are of course at liberty to do so, subject to the approval of the Education Department.

The one main thing to be attended to in the examination of infants is to see that sufficient attention has been paid to individual progress. To this end—and also because it affords the greatest possible pleasure and encouragement to little children to be taken personal notice of, and to be allowed to display their small stores of knowledge—*every infant in the school should be examined singly* in all the branches of instruction included within the course assigned to his class. If the object of such instruction has been the imparting of definite information on any given subject, ascertain whether he has acquired a fair share of such information. If, on the other hand, its object has been rather "the development of faculty," satisfy yourself that his faculties have gained a reasonable amount of development.

Unless these precautions are taken there is very great danger, especially in the case of young teachers, of the infants being regarded rather as *classes* than as units, and of the teachers being satisfied with answers from a few bright representatives of the class, while the majority of the children in it know and learn nothing.

188. The following is the "Infant Standard" system to which we have referred above:—

An "Infant  
Standard"  
system.

A. Classify the infants as strictly as possible according to age; those between four and five being placed in one class, those between five and six in another, those between six and seven in a third.

B. Take the following attainments as the "Standard" for each class at the end of the year:—

CLASS I.—*Children between six and seven.*

*Reading.*—An easy book, containing chiefly monosyllables.

*Writing.*—Capital and small letters (from dictation). Transcription from the reading-book.

*Number.*—Put down (from dictation) numbers up to 100. Add and subtract mentally (without aid of fingers) numbers not exceeding 10 (*e.g.* 7 and 9; 5 from 9).\*

CLASS II.—*Children between five and six.*

*Reading.*—*Simple* words of three letters, without spelling. (N.B. words like "eye," "buy," are very difficult for little children.)

*Writing.*—All the small letters (from dictation).

*Number.*—Put down (from dictation) numbers not exceeding 20. Add, mentally, numbers not exceeding 10.

*Children between four and five.*

*Reading.*—All the small and capital letters. (If the "look and say" method is preferred, a selection of words might be adopted in place of isolated letters.)

*Writing.*—The small letters *a, e, i, o, u, m,* and *n,* from dictation.

*Number.*—Put down on slate, at bidding of exa-

\* Cf. Note to Appendix VII., Part II.

miner, strokes not exceeding 8 or 10 in number.

189. In examining under this scheme the chief points to be noticed are—

How to examine under this scheme.

(a) In reading, see that the children do not know their books or reading-cards by rote. Test them with individual words or letters, hiding the context from their sight.

(b) In writing, see that the children hold their pencils rightly, sit in proper attitudes, and write carefully, legibly, and neatly.

These are points which cannot be too carefully attended to in infant schools, where bad habits are easily formed, which it may take years of after-life to eradicate.

(c) In dictating letters, avoid giving them in alphabetical order.

(d) In number, see that the children form their figures neatly, and that they add and subtract very readily. In giving exercises in addition, take care not to confine yourself to questions in which the larger number comes first (*e.g.* ask what is the sum of 6 and 9, as well as of 9 and 6).

(e) Other branches of the "Infant Standard" curriculum are "Form and Colour" and "Object" lessons. It is well to test the success with which the former have been given by asking the shapes and colours of common objects; not by questions referring to the apparatus which has been used in connection with the lessons. The latter may best be tested by a kind of conversational examination, in which you give the children an account of the object (or animal) in question, every now and then requiring some child to complete a sentence for you, taking care that the majority of the class are in turn called upon to speak.

(f) As women are far better qualified to deal

with little children than men are, the duty of examining an infant school should devolve mainly upon lady managers. In default of such, the managers might let the mistress conduct a great part of the examination, being careful to indicate the ground over which the questions should travel.

(g) In case of the examination of classes collectively by the mistress, observe particularly—

(1) Whether the children are kept under strict control as regards answering, no child being allowed to speak until it has stretched out its hand and has been directed to answer.

(2) Whether simultaneous answering (which has no place whatever in a mere examination) is absolutely prevented.

(3) Whether the majority of the children answer.

(h) If the children have learnt any poems, observe whether they recite them—both individually and simultaneously—with accuracy, distinctness, and proper emphasis.

(i) They should know the words of their songs, and should sing in good time and tune.

(k) Their exercises should be performed with smartness, precision, and regularity.

Extent of  
quarterly  
examina-  
tion of  
infants.

The foregoing examination is, to its full extent, suitable only for the third quarterly examination.

As to the attainments to be looked for at the ends of the two first quarters the managers should arrange with the mistress, whose interest of course it is, no less than that of the managers, that any weak points in the school should be detected as early as possible in the year.

190. This system may at first meet with some opposition among infant school teachers on the score of its requirements being excessive. We are sure, however, from experience, that a fair trial of it, with

careful steady work, will prove conclusively that it is well within the capacities of the children. Its adoption—involving as it does individual attention to each child, however young—will make school life more attractive to the child itself, will interest its parents in its progress, and will thus directly tend to promote that regular attendance which is a special difficulty in infant schools. Moreover, as it constitutes a graduated preparation for the work of the First Standard, it will not only lighten the labours of the teachers in the upper departments, but will greatly improve the chances of the children in the “Standard” examination.

191. The Kindergarten system of infant instruction, which, in its complete form, aims rather at The Kindergarten system. the “development of faculty” than at the imparting of definite knowledge, seems likely for some time to come to meet with considerable difficulty in gaining a footing in this country. To quote Miss Lyschinka, Kindergarten Instructress under the London School Board, “As yet the Government inspection in our infant schools has taken up such a different line in the examination of children under seven years of age, that the teachers have been very much afraid of forfeiting a portion of the grant by a change of method. Another hindrance is that the teachers themselves have been trained in such a different school, that they find it difficult to take up and adapt a new idea.” At present, therefore, we think it unnecessary to give a detailed description of the Kindergarten system as practised in its entirety.

There is no doubt, however, that the practice of grafting a portion of the system upon the ordinary infant school curriculum is becoming general, and



has been attended with beneficial results. To quote again from Miss Lyschinka, "I believe that a great boon has been conferred upon our infant schools by introducing some of the 'occupations,' and that the instruction known under the customary names of 'number,' 'form,' and 'colour' will soon merge into the term 'Kindergarten occupations.'"

In Appendix VI. will be found a copy of a syllabus of instruction in infant schools adopted by the Liverpool School Board, and combining the Kindergarten with the ordinary system in the manner above indicated. This syllabus contains in itself sufficient information for the purposes of examination in the Kindergarten branches which it embodies.

How to  
judge a  
school by  
the results of  
its examina-  
tion.

192. In summing up the results of the examination, managers will do well to keep in mind the important bearing of "failures" upon those results.

If more than 25 per cent of the children examined (whether over or under seven) fail in any subject and in any class, the managers should not hesitate to set down the state of the school so far as that subject and that class are concerned as *prima facie* unsatisfactory.\* No doubt there are special circumstances under which even a larger percentage of failures need imply no fault either of teaching or organization. But where no such special circumstances exist (*e.g.* where during the previous year there have been no important changes in the staff, no general disorganization of the school through sickness or otherwise, and no considerable influx of exceptionally backward children), managers may feel pretty certain that such

\* In case it should be argued by teachers that Art. 19, c. 4, is satisfied by the passing of no more than 50 per cent., it should be observed that this is a mere "minimum."

a proportion of failures indicates a serious defect in the working of their school.

On the other hand, managers should not be too exacting as regards the percentage of passes they expect their school to gain. It is probable that there are few schools which do not contain a small number of scholars practically incapable of acquiring sufficient attainments for a "pass;" and for this fact allowance must be made. Speaking generally, we think it may be assumed that 90 per cent. of passes—in a strict and careful examination of every child qualified by attendance (Arts. 19 B, 20), or which has, during the portion of the year then elapsed, made a proportionate number of the attendances required by the above articles \*—may, in the absence of any specially weak points,† be regarded as completely satisfactory.

\* In order to guard against the neglect of children who, by reason of previous irregularity, or of their having entered the school too late in the year, cannot be presented to H.M. Inspector, managers are advised to examine such children separately; applying to them a standard [based upon our Quarterly Examination Table in (173)] proportioned to the number of attendances they have made. *E.g.* children who have attended eighty-five times (or fifty in the case of half-timers) might be expected to pass the examination for the first quarter.

Managers should also note, with regard to such children, whether they are working in the standard to which, having regard to their previous school life, they properly belong.

† *E.g.* a bad break down in any subject by any particular class; a great number of "bare" passes (through defective intelligence, or numerous mistakes only just falling short of the maximum number allowed to pass); handwriting deficient in neatness or style, but not bad enough to deserve absolutely to "fail."

## PART V.

### MISCELLANEOUS.

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The following remarks have reference to subjects not strictly falling under any of the foregoing heads.

#### REORGANIZATION.

193. It sometimes happens that the existing division of the school into departments does not produce satisfactory results. Under these circumstances the managers should consider whether they could not with advantage reorganize the school.

Conversion of school of two departments, each confined to one sex, into mixed school in two divisions.

It may be, for instance, that in the case of a school of two departments (one confined to boys, the other to girls and infants), there is a difficulty in providing a sufficient staff to deal with the numerous classes (five or six in the boys' school, seven or eight in the girls' and infants') which are rendered necessary by the presence in each school of children of all ages and standards. Or, by reason of defective classroom accommodation, it may be very difficult to keep all the classes at work without their disturbing one another.

In such a case it is clear that the efficiency of the school is likely to gain greatly by reducing the

number of classes. The only way in which this can be effected is by amalgamating the two schools, and conducting them as a mixed school in two divisions, each under its own certificated teacher.

The result of this change is obvious. In place of six Standards in each department, there are now six Standards only in the whole school; and the number of classes of children over seven may, in consequence, be reduced to one-half of their former number. Advantages of change.

The details of such a reorganization must, of course, be considered with reference to the circumstances of each particular case as to relative size of rooms, &c. As a general principle, however, it may be recommended that the part of the school placed under the master consist of the third, fourth, fifth, and sixth Standards, and that placed under the mistress of the infants and the first and second Standards. Details of reorganization.

On any such reorganization, care must be taken that *the offices and their approaches* are suitable, as regards each room, for a school attended by children of both sexes (see pp. 22, 23).

194. Our suggestion to amalgamate separate boys' and girls' schools will, to many, appear objectionable on account of the intermixture of the sexes which the plan involves. This intermixture has doubtless its dangers, and managers will not act prudently in arranging for it, unless they not only have confidence in their teachers, but are themselves able to give much personal supervision to the general working of the school. But these dangers may be met and overcome by observing the following precautions. Objections to mixed schools considered.

(1) Where parallel desks are used, divide the groups of desks for each class into two sections, separated by a gangway, and confine each section to one sex.

Where dual desks are used, see that each "file" of desks is confined to members of one sex.

(2) Let the sexes leave the room separately, each by its own door.

It is, of course, assumed that there will be (a) a separate door to the school for each sex, (b) a high wall between the playgrounds when contiguous, (c) a complete separation, as regards both sight and sound, between the offices.

Advantages  
of teaching  
boys and  
girls  
together.

195. The advantages of the mixed school system, besides the one above indicated, are not few.

(1) Assuming that a master for the senior and a mistress for the junior school will be employed, the plan will give the elder girls the advantage of instruction by a master (see p. 182), and the younger boys that of instruction by a mistress (see p. 94).

(2) The superior conscientiousness and docility of girls when under a firm hand has a distinct influence for good upon the conduct and the application of boys. Girls, also, are apt to read with more expression, to write more neatly, and to spell rather better than boys, so that the latter are likely to be helped in these subjects by competition with girls, who may also be expected to set an example of refinement and neatness to their rougher schoolmates of the other sex. The mental advantages derivable by girls from being taught with boys are sufficiently indicated on p. 182.

(3) In case of any improper conduct on the part of a boy towards a girl, the master is not only responsible for the correction of the former, but is directly interested, as her own teacher, in the protection of the latter.

(4) Speaking generally, the mixed school system has been found, in practice, to exercise a humanizing

and steadying influence upon the boys, and to stimulate the mental faculties and strengthen the characters of the girls.

196. The following system has been adopted by the Liverpool School Board in organizing its largest schools; *e.g.* schools accommodating 1,000 or 1,200 children. Graded schools under the Liverpool School Board.

The schools are divided into six departments, arranged as follows:—viz., two *infants'* schools, two *juniors'* schools, and two *seniors'* schools. In the infants' and juniors' schools, for the most part, boys and girls are mixed; the seniors' schools are worked separately for the two sexes. The departments will probably be appropriated as follows:—

Lower infants' school.—Infants up to six years old.

Upper infants' school.—Infants between six and seven.

Lower juniors' school.—Children in the First Standard.

Upper juniors' school.—Children in the Second Standard.

Lower seniors' school.—Children in the Third Standard.

Upper seniors' school.—Children above the Third Standard.

“This system,” to quote the words of the board in their report for 1876, “secures the following advantages—(1) economy in the cost of the staff employed, the number of male teachers being reduced to a minimum; (2) concentration of the attention of a head-teacher and of the entire staff of a department upon each of the lower Standards . . . ; and (3) the introduction of a comparatively fine gradation of classes in the lower Standards themselves.”

## SPECIAL NEEDS OF GIRLS' SCHOOLS.

Special  
needs of  
girls'  
schools  
as regards  
arithmetic  
and gram-  
mar.

197. Girls taught by a mistress, and in classes composed of members of their own sex only, are generally, as compared with girls in mixed schools under a master, somewhat at a disadvantage as regards the study of arithmetic and grammar. The male mind is, as a rule, more capable both of imparting and of receiving instruction in these subjects (as in all subjects involving reasoning). Hence, girls whose only teachers and classmates are females are likely to receive less effective instruction, and to be stimulated by less keen competition, than would otherwise be the case. Special attention, therefore, should be bestowed by the managers of girls' schools upon the teaching of these subjects; and we recommend, as regards each of them, exceptional care in following out the recommendations given on p. 121 as to arithmetical problems, and on pp. 122—125 as to grammar. Girls require far more than boys to be *compelled* to reason upon every rule they learn.

Needlework.

198. Needlework is, of course, a subject of essential importance to girls' schools. The subject has been already dealt with under its own proper head; but we may add the following recommendation as specially applicable to girls' (as distinguished from mixed) schools—viz., during every lesson in needlework, let the elder girls in the class take it by turns to read aloud from some interesting and instructive book, unless, which would be better still, some lady manager is present and will undertake the kindly office. Lady managers may also render great service to the teaching of needlework, by relieving the teachers of some part of the labour of preparing and fixing materials for use during the sewing class.

199. A question of great importance to girls' (as also to mixed) schools is whether needlework shall be taken up as a specific subject under Article 19 (c). Choice of subjects to be taught under Art. 19 (c). To this question a good many people are disposed to answer in the negative, on the grounds that (a) the girls are in any case obliged (by Article 17 (f), as a condition of the entire grant) to be taught to sew, and that they are certain, through stress of circumstances, sooner or later to become needlewomen; and (b) they should while at school be taught as much intelligent (as opposed to merely mechanical) knowledge as possible. They would accordingly have girls, no less than boys, take up *two* of the three subjects of grammar, geography, and history. Our own view, however, is that needlework should always form one of the two subjects under Article 19 (c). In the first place, the mere showing of specimens worked during the year, which is generally all that takes place when the girls are not presented in sewing under Article 19 (c),\* is a far from satisfactory test of the thoroughness with which each girl has been taught. Moreover, it seems nearly certain from experience that women who have not been taught to sew as children hardly ever become really good needlewomen in after life. And, further, as at least four hours a week are in all good schools given up to sewing, the girls, if required to take up *two* other subjects under Article 19 (c), have four hours less per week (or more than the time usually devoted to *one* of such subjects) than the boys for the same amount of work.

\* It should be noted, however, that H.M. Inspectors have power, if they suspect the teaching of needlework to have been perfunctory, to require the girls to work specimens before them, with the view of testing how far Art. 17 (f) has been really complied with.



As to the choice of the subject (grammar, 'geography, or history) to be taught in addition to needlework, we are inclined—having regard to what we have above said about the importance of compelling girls to *reason*—to recommend *grammar*, provided that the mistress possesses a thoroughly intelligent and cultivated knowledge of the subject.

Domestic  
economy.

200. Domestic economy, practical and theoretical, is another subject of special importance to girls' schools.

The following extracts from the rules of the London School Board may be of use, so far as the *Cookery* branch of the subject is concerned :—

"One or more of the mistresses in every girls' school must be competent to teach cookery.

"The instruction in cookery must be given according to the following scheme :—

"(i.) The girls from each school in which 'domestic economy' is taken as a specific subject shall receive in the school from one of the teachers a preparatory course of at least twelve lessons on 'Food and its Preparation.'

"(ii.) The girls who have attended the preparatory course shall be required to attend a course of at least twelve lessons in practical cookery.

"(iii.) 'Kitchens' will be provided at certain schools at which the children from the schools in the neighbourhood shall attend to receive the practice lessons.

"(iv.) Each 'kitchen' will be fitted up with such appliances as are suitable for an ordinary artisan's home, with the addition of a gas stove."

This, again, is a subject in which the assistance of lady managers is invaluable.

201. We regard lady visitors as essential to the proper "management" of a girls' school. Nothing can tend more to raise the tone of such a school than the frequent visits of a woman of refinement, who, by a thoughtful and kindly interest in the requirements and progress of the school, proves herself to be a true friend to both mistress and scholars; who, by her own personal neatness and superior manners, will set a direct example which is sure to be unconsciously followed; who will have a kind word or a gentle encouragement for the persevering or the weak, and a firm reproof or remonstrance for the disobedient or the dilatory; and who, generally, turns her feminine accomplishments as a musician, needlewoman, and housekeeper to the good purpose of superintending the singing, needlework, and domestic economy taught in the school.

Such high influences are, happily, becoming a less and less rare aid to our girls' schools; and their value has been so wisely recognised by not a few influential bodies—remembering, in the words which we have quoted elsewhere, that "they could not expect competent persons to undertake or to have any real interest in the duties" of managers, "if responsibility were divorced from substantial power"—as to lead to the direct enrolment of ladies as members of committees of management. We have already (see pp. 8, 9) expressed our opinion that a similar course should be adopted with regard to all schools.

202. The question of rewards and punishments in girls' schools requires a few special remarks.

Rewards  
and punish-  
ments for  
girls.

With regard to the former, it is a capital plan to give prizes for personal neatness, orderly habits, and skill with the needle, and to let such prizes be, as far as possible, rewards "in kind;" *e.g.* a doll (in the

lower classes) for ability to dress it; materials for a frock for ability to cut out and make it; a hand-mirror or brush and comb for the best kept and most neatly plaited head of hair; a satchel for the greatest care in keeping books and other school properties clean and undamaged.

With regard to the question of punishments, the general opinion seems to be against the use of the cane in girls' schools.

### EVENING SCHOOLS.

Points  
requiring  
attention  
in case  
annual  
grants are  
sought.

203. The articles in the Code which refer specially to evening schools are Articles 17 (*d*) *Exception*, 22, and 106—112.

204. The following points appear to require special attention in the case of evening schools whose managers desire to obtain annual grants in aid of them:—

(1) The teacher of an evening school need not be certificated, but, if he is not certificated, must be either—

(a) Provisionally certificated.

(b) A *lay* person, upwards of 18 years of age, and approved by the Inspector (Arts. 17 (*d*) and 42).

(2) The school must meet forty-five times in the course of a year.

(3) The grants obtainable consist of (Art. 22)—

(a) Four shillings per scholar in average attendance throughout the year.

(b) Two shillings and sixpence for each pass in reading, writing, and arithmetic, made by scholars who have been under instruction *forty hours* during *evening* meetings of the school.

Thus, assuming each evening

meeting to last an hour and a half, attendance at twenty-seven of such meetings constitutes a qualification for examination.

(4) There is no provision for examination of evening scholars in grammar, geography, history, needlework, singing, or "specific" subjects (Art. 28). The Standards of examination (see Appendix XIII., Part I.) are otherwise the same in night schools as in day schools. The whole of the examination in writing and arithmetic is conducted upon *paper*.

(5) In the classification of evening scholars regard must be had to their previous school career. They must be examined in the Standard next above that in which they were last presented in *either a night or day* school, except in the case of their having failed in two subjects in that Standard [Art. 29 (*b*)].

(6) The examination can only be held between the 1st of January and the 30th of April (Art. 107).

(7) If there are less than 20 scholars for examination, these can be examined only in conjunction either with those of another evening school, or with the day scholars (of their own school) (Art. 111).

(8) If the evening school is *not connected* with a day school in receipt of annual grants, or if its *accounts are kept separately* from those of the day school, the grant earned is paid "as soon as possible after the 30th of April;" otherwise it is paid at the same time with that for the day school (Arts. 108, 109).

(9) Generally, evening schools are subject, equally with day schools, to the rules of the Code and the Department regarding premises, apparatus, registers, time-table, &c. (Art. 17).

205. The following points require attention as

Points  
requiring  
attention as  
regards  
evening  
schools  
generally.

regards evening schools generally, whether or not a grant is sought for them.

(1) No admixture of the sexes should be permitted except under the most stringent precautions.

(2) The teacher should, up to a certain point, and in certain particulars, be exceptionally efficient.

It is too common to find the idea entertained (or at any rate acted upon), that "any one can teach a night school." There could be no greater mistake. It is true that the same wide range of subjects is not required as in the case of a day school; but the evening school teacher should be thoroughly master of the few subjects he has to teach. He should also possess peculiar tact and temper, mingled with firmness. Should he be wanting in any of these qualities, the scholars—most of whom will be of that peculiarly "awkward age" between childhood and manhood—will despise his authority, will work imperfectly, and will, in all probability, practice all kinds of disorderly habits.

A master who has been thoroughly successful with *boys* may often be far less qualified to deal with evening scholars. The manager would do well always to be present at the opening night of the evening school session, in order to see what the master can do in the way of control and organization.

(3) Before engaging a master for their evening school the managers should inquire what are his duties during the day, lest these should be such as to send him to his evening's work in an exhausted state.

(4) An exceptionally numerous staff is required as compared with day schools. Very little collective

teaching is, as a rule, practicable in evening schools; the scholars busy themselves each with his own particular exercise, and the teachers are continually called upon for attention to individuals.

(5) The managers should take a personal interest in the scholars attending their evening schools.

It involves a great effort on the part of a lad to attend school after his day's work. And when he has made the effort, physical weariness will often prevent his making much progress, even under the most skilful teaching. In this case he will probably be inclined to cease attending the school, and a kindly word of sympathy and encouragement may prevent this.

Regularity of attendance would be promoted by making the fees payable monthly, quarterly, or even for the whole session, in advance.

Prizes to scholars who pass the examination, and a tea-party at the end of the course to all who complete the attendances required by the Code, should not be omitted. The attractiveness of evening schools would also be increased by opening penny banks in connection with them, and by teaching sewing and cooking in them (where they are attended by young women).

(6) Singing should be taught in evening schools, although the Code does not require it. A short time every evening, or even every week, spent on this subject will afford great pleasure and enlivenment to the scholars. Lessons in such subjects as grammar, geography, history, and political economy should also be given.

(7) The managers should take care that the real instruction of the scholars is not subordinated to the earning of the Government grant.

It is frequently very difficult for a night school to earn a grant, at any rate of substantial

amount. The sum of 4s. per scholar in average attendance is only paid on condition that the school has met forty-five times during the year, and this number of meetings frequently exceeds the number practicable under the circumstances of the school ; while the rule requiring evening scholars not only to advance a Standard each year, but also to take up their educational course at the point at which—perhaps several years before—they left it off in a day school, is a bar to numerous “ passes ” in the examination.

Hence, under present circumstances, the managers of evening schools will often be acting in the true interests of their scholars if they make the grant upon individual examination a purely secondary matter, and classify their scholars for instruction with reference rather to their actual capacities and stages of progress than to the regulations of the Code.

#### HINTS TO MANAGERS AS TO THE ANNUAL INSPECTION AND AS TO THEIR RELATIONS WITH H.M. INSPECTOR.

206. The following hints, if attended to, will simplify H.M. Inspector's work on the day of inspection ; and will conduce towards an unhurried examination of the children, and towards cordial relations between managers and teachers on the one side, and the Inspector on the other.

Preparation  
of forms  
for the in-  
spection.

(a) See that all the forms (Managers' Return (Form IX.) and Examination and Duplicate Schedules) are *properly headed, dated, and filled up in all particulars* \* before the time fixed for H.M. Inspector's arrival.\*

\* Form IX. should be read completely through ; otherwise some of its numerous questions are nearly sure to be left unanswered, with the result (as few managers whose schools have been long under inspection need to be reminded !) of the return of the form

(b) Before the same time try to have every child ready in its place, and properly equipped with all materials (pen, ink, paper, slate, pencil) for its work. It saves much time if every child that has to do any work on paper is provided with two sheets of *white ruled foolscap* paper, headed with (a) the name of the school, (b) the name of the child, (c) the child's Standard, (d) the child's number on the examination schedule. Many managers supply papers with much of this information printed on them.

Preparation  
of the school  
for the in-  
spection.

(c) Remind the teachers that the discipline of the school is likely to suffer if they withdraw their attention from the general supervision of their classes in order to keep too close a watch upon the success or failure of individuals.

Cautions to  
teachers in  
view of the  
inspection.

Remind them, also, that they should on no account go among the children during the examination without special leave from the Inspector.

(d) Do not interfere with the Inspector while at his work (*e.g.* by attempting to make clear to children questions which you think they have misunderstood). If any such thought arises in your mind, or if you have any other reason for dissatisfaction with the mode in which the examination is conducted, speak to the Inspector quietly and privately, taking care to do so while there is still time for him to go over the same ground again, if so disposed.

Hints as to  
conduct of  
managers  
during in-  
spection.

for completion, and the serious delay of the grant. The managers should verify the numbers entered of (a) children in average attendance, (b) children who have attended 250 or 150 times during the year.

Every schedule and duplicate should bear the signature of three managers, or, in board schools, of the clerk to the board. Before signing the former, they must compare the schedules with the registers, as regards the *attendances, ages, dates of admission, and last standards* of a sufficient number of children. Before signing the latter, they must compare them, in all their details, with the originals.



It is a great error to reserve matters of dissatisfaction until the report reaches you, when in all probability it is too late to rectify any mistake.

Conference  
with Inspector  
before he  
leaves the  
school.

(e) You will do well to secure a short time for conversation with the Inspector before he leaves the school, during which you can call attention to any matters which you do not wish to escape his notice. *E.g.* You should mention to him any shortcomings on the part of the pupil-teachers, on whom a word from H.M. Inspector will often produce a great effect.

If dissatis-  
fied with  
report &c.,  
managers  
should write  
in first in-  
stance to  
Inspector.

(f) If you are dissatisfied with the entry on the teacher's parchment certificate, with the failures as shown in the duplicate schedule, or with the report, write in the first instance to *the Inspector* rather than to the Education Department for an explanation.

The advantages of this course are twofold. In the first place you probably get a much earlier answer, as in most cases the Department would have to refer your letter to the Inspector before replying to it. In the next, in the event of the answer proving satisfactory, you obtain it by means of a perfectly friendly proceeding, instead of by one which may appear more or less hostile.

Further hints of great value on this point will be found in chapter x. of Canon Wenham's "School Manager."

## APPENDICES.



# APPENDICES.

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## APPENDIX I.

### COPY OF CONSCIENCE CLAUSE REGULATIONS, ELEMENTARY EDUCATION ACT, 1870, s. 7.

“Every elementary school which is conducted in accordance with the following regulations shall be a public elementary school within the meaning of this Act; and every public elementary school shall be conducted in accordance with the following regulations (a copy of which regulations shall be conspicuously put up in every such school) namely :—

“(1.) It shall not be required, as a condition of any child being admitted into or continuing in the school, that he shall attend or abstain from attending any Sunday school or any place of religious worship, or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere, from which observance or instruction he may be withdrawn by his parent; or that he shall, if withdrawn by his parent, attend the school on any day exclusively set apart for religious observance by the religious body to which his parent belongs.

“(2.) The time or times during which any religious observance is practised, or instruction in religious subjects is given at any meeting of the school, shall be either at the beginning or the end, or at the beginning and the end of such meeting, and shall be inserted in a time-table to be approved by the Education Department, and to be kept permanently and conspicuously affixed in every school-room; and any scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the school.

“(3.) The school shall be open at all times to the inspection of any

of Her Majesty's Inspectors, so, however, that it shall be no part of the duties of such Inspector to inquire into any instruction in religious subjects given at such school, or to examine any scholar therein in religious knowledge, or in any religious subject or book.

"(4.) The school shall be conducted in accordance with the conditions required to be fulfilled by an elementary school, in order to obtain an annual parliamentary grant."

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## APPENDIX II.

### COPY OF CIRCULAR OF THE EDUCATION DEPARTMENT OF FEB. 8, 1877.

#### RULES AS TO CERTIFIED EFFICIENT SCHOOLS.

1. The managers of any elementary school who wish the school to be certified as efficient will, on writing to the Secretary, Education Department, Whitehall, London, S.W., receive instructions as to the manner in which their application is to be conducted.

2. The Department, on agreeing to entertain the application, will direct one of Her Majesty's Inspectors to report upon the school. The Inspector will give notice beforehand to the managers of the day fixed for his visit.

#### *Preliminary Conditions.*

3. Before a school is certified as an *efficient school*, the Education Department must be satisfied that,—

- (a.) Elementary education is the principal part of the education given in the school, and that the ordinary school fee for each scholar does not exceed ninepence a week.
- (b.) The school is not carried on under the management of any person or persons who derive emolument from it.
- (c.) The school premises are healthy, well lighted, warmed, drained, and ventilated, supplied with suitable offices, and contain in the principal school-room and class-rooms at least 80 cubical feet of internal space, and 8 square feet of area, for each child in average attendance.
- (d.) The school is properly furnished, supplied with books and apparatus, and under good discipline.
- (e.) The teacher is efficient, and is not allowed to undertake duties, not connected with the school, which occupy any part whatever of the school hours.

- (f.) The girls are taught plain needlework, as part of the ordinary course of instruction.

*Standard of Instruction.*

4. (a.) The general instruction of infants (from five to seven) will be tested by the Standard of Instruction used in public elementary schools.\*
- (b.) As regards the elder children, 50 per cent. of the number of scholars above seven years of age, in average attendance during the previous year, will be individually examined in reading, writing, and elementary arithmetic; those from seven to eight in Standard I. of the Code of 1870, those from eight to ten in Standard I. of the Code of 1877, and those above ten in Standard II. (or a higher Standard) of the same Code (1877).
- (c.) One half of the children examined ought to pass in two subjects.
- (d.) One half of the children above ten ought to pass in two subjects.
- (e.) One half of the children so passing ought to pass in arithmetic.

	Standard I. (1870).	Standard I. (1877).	Standard II. (1877).
Reading ...	Narrative in monosyllables.	One of the narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book.
Writing ...	Form on black board or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print, and write from dictation a few common words.	A sentence from the same book slowly read once, and then dictated in single words.
Arithmetic	Form on black board or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10; orally, from examples on black board.	Simple addition and subtraction of numbers of not more than four figures, and the multiplication table to 6 times 12.	The four simple rules to short division (inclusive).

5. The school must meet in the morning and afternoon, in the course of each year, not less than four hundred times, or a smaller

\* See pp. 79, 80. Cf. also Appendix VI.

number of times if it is carried on, under an arrangement approved by the Department, with the view of satisfying the requirements of any bye-law passed by a local authority, for the half-time instruction of children above ten years of age.\*

6. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects less than two hours † if above, or one hour and a half ‡ if under, seven years of age. These hours need not be consecutive, nor necessarily the same for the whole school.

#### *School Registers.*

7. The registers of every certified efficient school must be so kept that the attendance and progress of individual scholars may be tested, and certified, with ease and certainty, in pursuance of any regulations made by the Education Department, under the Elementary Education Act, 1876 (sec. 24); and for this purpose in every school, there must be

- (1.) A register of admission, progress, and withdrawal.
- (2.) Registers of daily attendance.
- (3.) A book of summaries.

#### *Admission Register.*

8. The admission register should show distinctly for each child in the school—

- (a.) Its number on the register.
- (b.) The date of its admission (day, month, and year).
- (c.) Name in *full*, christian and surname.
- (d.) The name and address of its parent or guardian.
- (e.) The exact date of the child's birth.
- (f.) The last school (if any) which it attended before entering this school.
- (g.) The date of leaving.

9. (a.) This register should be made up at least once a week. Successive numbers should be allotted to the children on their admission, so that each child may have its own number.

(b.) Where several children of the same name attend, they may be distinguished thus:—"John Jones (a)," "John Jones (b)," &c.

(c.) This register should have an alphabetical index.

\* An arrangement under this rule may provide for a school being open only in the morning, or afternoon, of each day, or twice a day for certain months in the year.

† This may include an interval of fifteen minutes for recreation during a meeting of three hours, or of five to ten minutes in a shorter meeting.

‡ Not including any time allowed for recreation.

*Attendance Registers.*

10. *The Attendance Registers must be marked every time that the school meets, and must show the daily and weekly attendances of every scholar for each year.*

11. On the outside of the cover of each register should be legibly written the name of the school, and the year, also the department (boys, girls, mixed, or infant, as the case may be), and the class or classes to which it belongs.

12. Each register should contain—

- (a.) Columns for each child's admission number, for its name in full, and its age last birthday, and columns for all the weeks in the year.
- (b.) A column for the entry at the close of each week of the total attendances made by each child during that week, and at the end of the register columns to sum up the total attendances of each child during the year.

Another column is required in schools attended by half-timers, who should be distinguished by the insertion of "H" (half-timer under any Act) after their names.

13. In marking these registers the following rules should be observed :—

- (1.) Every child must be marked at the commencement of each meeting of the school.
- (2.) *Presence* must be marked with a long stroke (thus /).
- (3.) As soon as a child completes its two hours of secular instruction, its mark for presence should be crossed by another stroke (thus X ).
- (4.) Registers must be original, and not copied from slates or papers.
- (5.) The number of attendances made by the class should be entered at the foot of the column every morning and afternoon.
- (6.) The number of attendances made by each child during the week must be entered.

14. At the foot of the attendance columns *for each week*, or in some place specially provided for them in the registers, should be entered—

- (a.) The number of times the school was open, morning and afternoon.
- (b.) The total number of attendances made by all the children on this register during the week.

*Summary.*

15. The weekly entries of the attendance of each class should be transferred from the class registers every week into appropriate



pages in a summary register, and the average attendance of the whole school for each week recorded.

16. At the completion of the year, the annual averages for the whole school should be struck and entered, of boys and girls separately—

- (1) under 5,
- (2) between 5 and 7, and
- (3) above 7.

17. These registers must be provided by the managers, so as to be the property of the school, and not in any sense of the teacher.

18. All the registers should be checked at uncertain intervals, and at least once in every quarter, by the managers. They should also be signed at the same time by the teachers responsible for them.

19. The registers, when filled, must be carefully preserved for 10 years.

20. If a school is discontinued the registers are to be handed over to the local authority of the district.

#### *General Conditions.*

21. An Inspector may visit any certified efficient school at any time without notice, and will endeavour to do so *with notice* once every year.

22. The managers will, when called upon, report as to the teacher's character, conduct, and attention to duty.

23. The Inspector will report whether the school is efficient in organization, discipline, and instruction, and whether the registers are properly kept.

24. The certificate that a school is efficient may at any time be recalled or suspended, if—

- (a.) Either of these reports is unsatisfactory; or,
- (b.) Any of the conditions on which the certificate was granted cease to be fulfilled; or,
- (c.) The Department is not satisfied that all returns called for are duly made, the admission and daily attendance of the scholars carefully registered, and all returns and certificates of character may be accepted as trustworthy.

25. Notice of the issue, suspension, or withdrawal of a certificate of efficiency will be given to the local authority of the district in which the school is situated.

26. Notice is to be given to the Department, by the managers, of any change of teacher in the school.

27. The managers must appoint a correspondent with the Department, and must give notice of any change of correspondent.

28. Teachers cannot act as managers of, or correspondents for, the schools in which they are employed.

## APPENDIX III.

## SPECIMEN SYLLABUSES OF RELIGIOUS INSTRUCTION.

## LONDON SCHOOL BOARD.

## SCRIPTURE SYLLABUS.

## COURSE A, FOR 1879.

- STANDARD I.  
Memory.  
Study.
- { Exodus, chap. xx., ver. 1—17.  
(The substance only will be required in Standard I.)
  - { Matthew, chap. v., ver. 1—12.
  - { Matthew, chap. vi., ver. 9—13.
  - { Psalms 1, 16.
- { Life of Adam, and early life of David.  
Simple outline of the life of Christ, as given in Matthew and Luke.

- STANDARD II.  
Memory.  
Study.
- { Memory work as in Standard I.
  - { Lives of Noah and Abraham.
  - { Simple outline of the life of Christ, as given in Matthew and Luke.

- STANDARD III.  
Memory.  
Study.
- { Exodus and Matthew, as above.
  - { Psalms 28, 100.
  - { Life of Joseph.
  - { Fuller outline of the life of Christ, with some account of the miracles and parables, as given in Matthew and Luke.

- STANDARD IV.  
Memory.  
Study.
- { Memory work as in Standard III.
  - { Life of Moses.
  - { Still fuller outline of the life of Christ, with a fuller account of the miracles and parables, as given in Matthew and Luke.
  - { First 16 chapters of the Acts of the Apostles.

## COURSE B, FOR 1880.

- { Exodus, chap. xx., ver. 1—17.  
(The substance only will be required in Standard I.)
- { Matthew, chap. v., ver. 1—12.
- { Matthew, chap. vi., ver. 9—13.
- { Psalms 28, 121.
- { Life of Adam, and early life of David.
- { Simple outline of the life of Christ, as given in Mark and John.

- { Memory work as in Standard I.
- { Lives of Noah and Abraham.
- { Simple outline of the life of Christ, as given in Mark and John.

- { Exodus and Matthew, as above.
- { Psalms 91, 111.
- { Life of Joseph.
- { Fuller outline of the life of Christ with some account of the miracles and parables, as given in Mark and John.

- { Memory work as in Standard III.
- { Life of Moses.
- { Still fuller outline of the life of Christ, with a fuller account of the miracles and parables, as given in Mark and John.
- { First 15 chapters of the Acts of the Apostles.

COURSE A, FOR 1879.		COURSE B, FOR 1879.	
STANDARD V. Study. Memory.	<ul style="list-style-type: none"> <li>Exodus and Matthew, as above.</li> <li>Psalms 30, 42, 103.</li> <li>Learn the order of the Books of the Bible.</li> </ul>		<ul style="list-style-type: none"> <li>Exodus and Matthew, as above.</li> <li>Psalms 24, 51, 90</li> <li>Learn the order of the Books of the Bible.</li> </ul>
	<ul style="list-style-type: none"> <li>Lives of Samuel and Daniel.</li> <li>Whole of Matthew and Luke.</li> <li>First 21 chapters of the Acts of the Apostles.</li> </ul>		<ul style="list-style-type: none"> <li>Lives of Samuel and Daniel.</li> <li>Whole of Mark and John.</li> <li>First 21 chapters of the Acts of the Apostles.</li> </ul>
STANDARD VI. Study. Memory.	<ul style="list-style-type: none"> <li>Memory work as in Standard V.</li> </ul>		<ul style="list-style-type: none"> <li>Memory work as in Standard V.</li> </ul>
	<ul style="list-style-type: none"> <li>Lives of Elijah and Hezekiah.</li> <li>Whole of Matthew and Luke.</li> <li>Whole of the Acts of the Apostles, with special reference to the life of St. Paul, further illustrated by his epistles.</li> </ul>		<ul style="list-style-type: none"> <li>Lives of Elijah and Hezekiah.</li> <li>Whole of Mark and John.</li> <li>Whole of the Acts of the Apostles, with special reference to the life of St. Paul, further illustrated by his epistles.</li> </ul>

\* \* If in any school the average number on the roll in Standards VI. and V. together, for the quarter ending December 31st, does not exceed 30, these children may all be examined as Standard V.; and if in any school the average number on the roll in Standards V. and IV. together, for the quarter ending December 31st, does not exceed 30, these children may be examined as Standard IV. But in no case may Standard VI. children take the examination intended for Standard IV. (This is intended as a relief to schools in poor neighbourhoods, and will come into force at the end of 1879.)

## LIVERPOOL SCHOOL BOARD.

### A THREE YEARS' COURSE FOR SCHOLARS.

As lessons on Scripture are of more frequent occurrence to the scholars of a school than to the pupil-teachers, their course of study may be such as could be accomplished in a cycle of three years. If such a course were commenced simultaneously in the Standard I. Junior School, the Standard II. Junior School and the Senior Schools, a Standard I. scholar would study the first portion, then pass to the second portion in Standard II., and then to the third portion, in the Senior School, in Standard III.; and then in Standard IV. he would begin the first portion again, and so would go over the course twice in passing through the six Standards. In "ordinary schools" three similar divisions of the scholars may be made, each to be taught by a different teacher. In the Junior Schools *only* the first and second portions of the course would be studied alternately. This course would be as follows:—

### THREE YEARS' COURSE FOR SCHOLARS.

Junior Scholars (Standards I. and II.) are to be able to repeat, each year, with intelligence, 50 verses, and Senior Scholars (Stand-

ards III. to VI.) in addition to the Lord's Prayer and Ten Commandments, 100 verses, to be selected by the head-teacher from the passages of Scripture indicated under the several years, provided that the number of verses include no more than two entire Psalms.

Year.	OLD TESTAMENT.		NEW TESTAMENT.
	Portions of Scripture.	Subject.	
1	Book of Genesis, and Exodus, chap. i. to xii.	The World before the Flood, the Patriarchs, Bondage of Israel.	St. Luke, i. to xi.
<p>TEXTS TO BE LEARN'T.—Psalms i., xix., xxxiv., xcvi., cvii. Prov. i., 8—10; iv., 14; xi., 1; xv., 1, 3, and 9; xxii., i. Eccles. xii. (the whole). Ezekiel xviii., 21—27. Isaiah li. (the whole). Matthew v., 3—11; vi., 24; xi., 28. Luke x., 25—28. John iv., 24; vii., 17; xv., 1, 2. Romans viii., 28. Philippians ii., 3. Colossians ii., 20—25. 1 Peter ii., 17, 18; iii., 8—13. James iii., 16, 17.</p>			
2	Book of Exodus, xiii. to end, Joshua, Judges, 1 and 2 Samuel, and 1 Kings i. to xii.	Wanderings of Israel, Hist. of Judges, Saul, David, and Solomon.	St. Luke xii. to end, Acts i. to viii.
<p>TEXTS TO BE LEARN'T.—Psalms viii., xxxii., li., ciii., cxxi. Prov. ii., 21, 22; vi., 6—11; xii., 22 and 24; xvi., 9; xxvii., 1. Jeremiah li., 15—17. Ezekiel xxxiii., 9. Micah vi., 8. Matthew v., 43—46; vii., 7—14; xiii., 19. John x., 11—16; v., 39; viii., 12. Romans v., 8. 1 Corinthians xiii. Galatians vi., 1—5. Philippians iv., 8. 1 Thessalonians iv., 11, 12. 1 Corinthians xiii. 2 Peter i., 5—7. 1 John iv., 7—12.</p>			
3	1 and 2 Kings, Daniel, Ezra, Nehemiah, and Esther, &c.	Kings of Israel and Judah and the Captivity.	Acts ix. to end.
<p>TEXTS TO BE LEARN'T.—Psalms xv., xxxiii., lxxxiv., civ., cxxxix. Proverbs iii., 5—6; x., 12; xiv., 29; xvii., 5. Ecclesiastes ix., 10. Lamentations iii., 25—27. Isaiah xliii., 25. Matthew vi., 6—9; vii., 21; xxvi., 41. John iii., 16, 17; vi., 27; xiv., 1, 2. Romans vi., 23. Ephesians vi., 1—7. Colossians iii., 12, 13. 1 Thessalonians v., 14. 1 Peter ii., 17. James i., 12—15. Revelation xxi., 4.</p>			

## MANCHESTER SCHOOL BOARD.

PLAN OF RELIGIOUS INSTRUCTION DURING EACH YEAR FOR THE SCHOLARS IN  
THE CITY OF MANCHESTER BOARD SCHOOLS.

	TO LEARN BY HEART.	SCRIPTURE INSTRUCTION.	SCRIPTURE EXERCISES.
INFANTS .....	Six of the following Hymns in the Board Hymn Book :—4, 6, 16, 19, 20, 23, 29, 30, 32, 56, 57, 80, 82, 93, 98; and three of the following Moral Songs :—4, 6, 8, 9, 12, 16, 19, 20, 21, 24. The Alphabet of Texts (Schedule III.), the Lord's Prayer, and the Fifth Commandment.	Group I.—Creation, Fall, Flood, Life of Joseph, David slaying Goliath, Call of Samuel, Birth of Christ, Visit of Shepherds and Wise Men, Christ's Death. Group II.—Same as Group I., and Cain and Abel, Abraham offering up Isaac, Early Life of Moses, Life of Daniel, Christ's Resurrection, three Miracles, and three Parables.	
STANDARD I.....	The Lord's Prayer and the Ten Commandments; at least 40 verses from the following passages :—St. Matt. v., 1—12; vi., 24—34; vii., 7—14; xi., 29—30; xix., 13 and 14; xxii., 37—40; xxviii., 18—20. St. Luke i., 46—55 and 68—79; ii., 29—32. St. John iii., 16; iv., 24; xi., 26, 26; xiv., 1—3.	Outline of the Book of Genesis, with a more exact knowledge of the Life of (A) Abraham, (B) Jacob, or (C) Joseph. Outline of St. Matthew's Gospel, with a special knowledge of the Birth, Death, and Resurrection of Christ, and of six Miracles and six Parables.	Examples from Holy Scripture of the observance or breach of the Ten Commandments.
STANDARDS II. & III. ....	The Lord's Prayer and Ten Commandments; four of the following Psalms :—1, 4, 8, 16, 19, 23, 25, 32, 34, 51, 84, 91, 103, 104, 107, 119 (any section, at the discretion of the Teacher), 121, 130, 133, 147, and four parables from the Gospel of St. Luke.	Outline of the Book of Exodus, with an exact knowledge of the Life of Moses. Outline of St. Mark's and St. Luke's Gospel in alternate years, with accurate knowledge of the Miracles and Parables recorded in them.	Proof of the Ten Commandments, by Texts from the New Testament.
STANDARDS IV., V., & VI. ....	The Lord's Prayer and Ten Commandments, and six of the above Psalms, and St. John xv., or 1 Cor. xiii., or Eph. vi.	Outline of Old Testament History, and each year two of the following Books :—Joshua and Judges, 1 and 2 Samuel, 1 and 2 Kings, with especial reference to the Biographies contained in them. Outline of New Testament History, and each year one of the following portions of Holy Scripture :—The Gospel of St. John, Acts i.—xiii., and Acts xiv.—xxviii.	The Petitions of the Lord's Prayer, exemplified by other passages of Holy Scripture.

## ALPHABET OF TEXTS.

A soft answer turneth away wrath: but grievous words stir up anger. Prov. xv. 1.

Bear ye one another's burdens, and so fulfil the law of Christ. Gal. vi. 2.

Children obey your parents in the Lord: for this is right. Eph. vi. 1.

Depart from evil and do good; seek peace, and pursue it. Ps. xxxiv. 14.

Enter not into the path of the wicked, and go not in the way of evil men; avoid it, pass not by it, turn from it and pass away. Prov. iv. 14, 15.

Fear not, little flock, for it is your Father's good pleasure to give you the kingdom. Luke xii. 32.

God so loved the world, that He gave His only begotten Son, that whosoever believeth on Him should not perish, but have everlasting life. John iii. 16.

How much better is it to get wisdom than gold, and to get understanding rather to be chosen than silver. Prov. xvi. 16.

I love them that love Me, and those that seek Me early shall find Me. Prov. viii. 17.

Jesus saith unto him, I am the Way, the Truth, and the Life: no man cometh unto the Father but by Me. John xiv. 6.

Keep thy tongue from evil, and thy lips from speaking guile. Ps. xxxiv. 13.

Love not the world, neither the things that are in the world: if any man love the world, the love of the Father is not in him. 1 John ii. 15.

Make me a clean heart, O God, and renew a right spirit within me. Ps. li. 10.

Not every one that saith unto me, Lord, Lord, shall enter into the kingdom of Heaven; but he that doeth the will of my Father which is in Heaven. Matt. vii. 21.

Open Thou mine eyes, that I may behold wondrous things out of Thy law. Ps. cxix. 18.

Pray to thy Father which is in secret, and thy Father which seeth in secret shall reward thee openly. Matt. vi. 6. pt.

Quench not the Spirit. Prove all things; hold fast that which is good. 1 Thess. v. 19, 21.

Remember now thy Creator in the days of thy youth, while the evil days come not, nor the years draw nigh, when thou shalt say, I have no pleasure in them. Eccles. xii. 1.

Suffer little children and forbid them not to come unto Me, for of such is the kingdom of Heaven. Matt. xix. 14.

The eyes of the Lord are in every place, beholding the evil and the good. Prov. xv. 3.

Unto us a child is born, unto us a Son is given: and the government shall be upon His shoulder: and His name shall be called Wonderful, Counsellor, the Mighty God, the Everlasting Father, the Prince of Peace. Isaiah ix. 6.

Verily I say unto you, Whosoever shall not receive the kingdom of God as a little child, he shall not enter therein: and he took them up in His arms, and put His hands upon them and blessed them. Mark x. 15.

We have seen and do testify that the Father sent the Son to be the Saviour of the world. 1 John iv. 14.

Ye are all the children of light, and the children of the day: we are not of the night nor of darkness. Therefore let us not sleep, as do others; but let us watch and be sober. 1 Thess. v. 5, 6.

Zealous of good works. Serving the Lord. Titus ii. 14. pt. Rom. xii. 11. pt.

## SHEFFIELD SCHOOL BOARD.

### COURSE OF INSTRUCTION IN BIBLICAL KNOWLEDGE (FOR SCHOLARS).

	OLD TESTAMENT.	NEW TESTAMENT.
FOR INFANTS ...	Adam and Eve. Cain and Abel. Joseph and his Brethren; and David and Goliath.	The Birth and Early Life of our Lord, and the Lord's Prayer.
STANDARD I. ....	THE PATRIARCHS: Abraham, Isaac, Jacob, Joseph, and Moses.	An Outline of the Life of our Lord, and the Parables of the Good Samaritan and the Prodigal Son.
STANDARDS II. AND III. ....	THE KINGS: Saul, David, and Solomon, with a frequent repetition of the Commandments.	More particular knowledge of the Life, Mission, and Death of our Lord, with exact knowledge of Miracles at Cana, Nain, Bethany, and Capernaum.
STANDARDS IV., V., VI. ....	THE PROPHETS: Elijah, Elisha, Daniel, and Jonah.	The principal events in the Lives of St. Peter and St. Paul.

## APPENDIX IV.

## PART I.

ELEMENTARY EDUCATION ACT, 1870.  
SCHEDULE III.

1. The board shall meet for the despatch of business, and shall from time to time make such regulations with respect to the summoning, notice, place, management, and adjournment of such meetings, and generally with respect to the transaction and management of business, including the quorum at meetings of the board, as they think fit, subject to the following conditions:—

- (a.) The first meeting shall be held on the third Thursday after the election of the board, and if not held on that day shall be held on some day to be fixed by the Education Department:
- (b.) Not less than one ordinary meeting shall be held in each month; one meeting shall be held as soon as possible after every triennial election of members:
- (c.) An extraordinary meeting may be held at any time on the written requisition of three members of the board addressed to the clerk of the board:
- (d.) The quorum to be fixed by the board shall consist of not less than three members, and in the case of the metropolis not less than nine members:
- (e.) Every question shall be decided by a majority of votes of the members present and voting on that question:
- (f.) The names of the members present, as well as of those voting upon each question, shall be recorded:
- (g.) No business involving the appointment or dismissal of a teacher, any new expense, or any payment (except the ordinary periodical payments), or any business which under this Act requires the consent of the Education Department, shall be transacted, unless notice in writing of such business has been sent to every member of the board, seven days at least before the meeting.

2. The board shall at their first meeting, and afterwards from time to time at their first meeting after each triennial election, appoint some person to be chairman, and one other person to be vice-chairman, for the three years for which the board hold office.

3. If any casual vacancy occurs in the office of chairman or vice-chairman the board shall, as soon as they conveniently can



after the occurrence of such vacancy, choose one of their members to fill such vacancy, and every such chairman or vice-chairman so elected as last aforesaid shall continue in office so long only as the person in whose place he may be so elected would have been entitled to continue if such vacancy had not happened.

4. If at any meeting the chairman is not present at the time appointed for holding the same the vice-chairman shall be the chairman of the meeting, and if neither the chairman nor vice-chairman shall be present then the members present shall choose some one of their number to be chairman of such meeting.

5. In case of an equality of votes at any meeting the chairman for the time being of such meeting shall have a second or casting vote.

6. All orders of the board for payment of money, and all precepts issued by the board, shall be deemed to be duly executed if signed by two or more members of the board authorised to sign them by a resolution of the board, and countersigned by the clerk; but in any legal proceeding it shall be presumed, until the contrary is proved, that the members signing any such order or precept were authorised to sign them.

7. The appointment of any officer of the board may be made by a minute of the board, signed by the chairman of the board, and countersigned by the clerk (if any) of the board, and any appointment so made shall be as valid as if it were made under the seal of the board.

8. Precepts of the board may be in the form given at the end of this schedule.

*Proceedings of Managers appointed by a School Board.*

The managers may elect a chairman of their meetings. If no such chairman is elected, or if the chairman elected is not present at the time appointed for holding the same, the members present shall choose one of their number to be chairman of such meeting. The managers may meet and adjourn as they think proper. The quorum of the managers shall consist of such number of members as may be prescribed by the school board that appointed them, or, if no number be prescribed, of three members. Every question at a meeting shall be determined by a majority of votes of the members present and voting on that question, and in case of an equal division of votes the chairman shall have a second or casting vote.

The proceedings of the managers shall not be invalidated by any vacancy or vacancies in their number.

## PART II.

## RULES FOR THE CONDUCT OF BUSINESS AND DISTRIBUTION OF WORK UNDER VOLUNTARY MANAGERS.

1. The managers shall elect a chairman at their first meeting. The chairman so elected shall hold office until the first meeting after the expiration of one year from the date of his election.\*

2. If the chairman is not present at any meeting at the time fixed for holding the same, the members present shall choose one of their number to be chairman of such meeting.

3. There shall be a meeting of the managers on the [last Thursday] in every month, at an hour to be fixed at the last previous meeting.

4. An extraordinary meeting shall at any time be called by the chairman on the requisition of [ ] managers, addressed to him in writing.

5. [ ] managers shall constitute a quorum.

6. Every question shall be decided by a majority of votes of the members present and voting on that question. In case of an equal division of votes, the chairman shall have a second or casting vote.

7. No business involving the appointment or dismissal of a teacher, any new expense, or any payment (except the ordinary periodical payments) shall be transacted unless seven days' notice in writing has been given to every manager.

8. A minute-book shall be kept, in which the proceedings at each meeting shall be recorded.

9. The managers present at the meeting at which the election of chairman takes place shall at the same time elect a treasurer and a correspondent with the Education Department.

10. Each department of a school shall be visited by a manager at least once a week.† The visitor or visitors for each week shall be decided upon at the last previous monthly meeting.

\* This rule will not apply where the trust deed expressly indicates the chairman.

† The following are the recommendations to managers on this head of one of the ablest of H.M. Inspectors :—

"1. Be in each school as often as possible, if only for five minutes, but once a week at least.

"2. See every class register at every visit, and note whether the total daily attendance is entered.

"3. Call the list of at least one class on every visit, and compare with entries in register.

"4. Try to know each child by face and name.

"5. Once a month examine *all* registers carefully and look out for erasures.

"6. Always remember that it is better for errors to be discovered by managers than by H.M. Inspector."

(Rev. G. B. Moncrieff's General Report for 1877. Blue Book for 1877—1878, p. 487.)

11. At each monthly meeting every manager who has visited the school during the preceding month shall submit to the meeting a report, showing the points noticed by him upon his visit or visits to the schools.

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## APPENDIX V.

### PART I.

#### EXTRACT FROM LETTER SHOWING THE RESULTS AND SPECIAL ADVANTAGES OF THE "MERIT CARD" AND "HONOUR BOARD" SYSTEM AS CARRIED OUT IN THE — PUBLIC ELEMENTARY SCHOOL.

"17th Feb., 1879.

"The inclosed statistics will enable you to form a correct opinion of the success which the 'merit card' and 'honour board' system has attained since its introduction into these schools by ———, Esq.

"I am strongly of opinion that a large measure of this success is attributable to the constant personal attention bestowed by Mr. and Mrs. ——— upon the carrying out of the plans laid down. I mentioned in my last communication to you that the tickets and rewards are in no case distributed by the teachers. One or more of the managers always discharge this very important duty.

"I will, with your permission, briefly state what the special advantages of this mode of procedure are.

"1st. It is an effective check upon careless registration, on the part of young teachers especially; for the slightest error is brought by the children themselves under the notice of the manager who may be at the time giving the rewards. Thus a very important habit is gradually formed by pupil-teachers intrusted with the marking of registers, which will in after life always assert itself under increased responsibilities.

"2nd. It brings the children constantly in contact with at least one gentleman or lady visitor, the desire to please whom gradually yet surely leads them to the performance of many duties which have an important bearing on the formation of character.

"The first of these is punctuality of attendance.

"Second, *cleanliness*. A particularly clean boy is commended, while a slovenly boy coming for his ticket or reward is kindly admonished.

"3rd. It encourages truthfulness. A boy may have his name accidentally placed on the list of recipients when he is not entitled to the reward. Very rarely, indeed, has a boy been found to accept a ticket under such circumstances. The word of praise and encouragement given by the manager on such occasions has an effect which cannot be immediately measured.

"4th. It makes the roughest boy more respectful. Very seldom *now* has a boy to be reminded that his thanks, properly expressed, are due to those who take so deep an interest in his welfare.

"The happy, eager expression stamped on every boy's face, on seeing their patrons come into the rooms where they are, is an auspicious omen for improved social relations in the future. It will be a hard task for any demagogue, paid or otherwise, to convince the lads who pass through these schools that the classes above them are their natural enemies.

"I should like to say a few words about our 'honour board.' The desire to have his name enrolled amongst those who have distinguished themselves in the highest class of the school keeps many a promising lad with us a year or two longer than he would otherwise be disposed to stay, with the very best effect on the boy himself.

"Such boys can be reasoned with, and defects in their conduct dealt with, I may say, effectually.

"I can still watch in our Sunday school the behaviour of boys who have passed through the Sixth Standard, and see much to be thankful for."

*Number of Boys in each Standard.*

Standard		Year endg.			
		Nov. 1876.	Nov. 1877.	Nov. 1878.	Nov. 1879.
I.	.	68	59	58	53
"	II.	55	69	68	92
"	III.	36	47	51	75
"	IV.	34	32	37	64
"	V.	14	21	21	41
"	VI.	3	7	12	16
Ex. "	VI.	1	2	5	9
Totals	.	211	237	252	350

## PART II.

**COPY OF "HOME CARD," FOR WEEKLY REPORT TO PARENTS ON THE ATTENDANCE AND CONDUCT OF EACH CHILD.**

**SCHOOL.**

Weekly Report of Character for.....Section. No.....

[illegible]

EXPLANATION OF MARKS, &c. (PRINTED ON THE BACK OF EACH CARD.)

Under the heads "Lessons" and "Conduct" the letter E. indicates excellent—V. G. very good—G. good—F. fair—M. moderate—U. unsatisfactory—B. bad—V. B. very bad. Each of these has a numerical value, representing a certain number of good marks. E. 10—V. G. 9—G. 8—F. 6—M. 4—U. 3—B. 2—V. B. 0. Every girl may obtain during one week 60 good marks, denoting excellence in every respect. Any number less than this shows that in some respect she has been deficient. Of course absence deprives her of the chance of obtaining good marks. It often happens that

on being removed into a higher class a girl does not obtain such good reports as before removal; this is generally a consequence of the increased difficulty of the lessons.

It is strongly urged upon the parents that they exert their influence to ensure *punctuality, cleanliness, and attention to Home Lessons* on the part of their children; they will thus not only lessen the labour of the teacher, but also greatly facilitate their children's progress.

Books or other school requisites should be procured as soon as required, as the want of them will be a source of inconvenience and loss to the pupil.

This card must be returned signed every Monday morning, the object of the signature being simply to show that the report has been seen by the parents.

\_\_\_\_\_, *Mistress.*

## PART III.

### RESULT CARDS.

The following system has contributed largely to the success of an important City school.

A report on the progress of each of its scholars, printed by papyrograph, is despatched weekly to their parents (see Form A. below).

To facilitate this plan a stout piece of mill-board, 4 by 3½ inches, is provided for each pupil. Upon this is pasted, by the beginning of the month, a ruled form (see Form B. below), with spaces for the entry of signs or letters showing irregularity in attendance, conduct, and the preparation of lessons.

These cards are arranged in numerical order on the desks, and when school opens the boys take up their cards on their way to their places. The doors are then closed. The cards left on the desks are now marked / for "late," and when the doors are again opened each late boy finds his card thus marked. If a boy be absent the single stroke is converted into a X.

Thus a boy is continually reminded of his conduct, attendance, and attainments by looking at his card. At the month's end the absences, late marks, and bad marks for lessons are readily reckoned

up, and the reports sent in to the parents. The *cards* are never taken home. If a boy spoils one he has to pay  $\frac{1}{2}$ d. for another.

A papyrograph, by Zucatto, is used to print the Result Cards and Reports.

It cost £5 15s. less 15 per cent. nett .... £4 17 9

A copying press to fit ..... 1 5 0

£6 2 9

Double-crown paper will cut up into most convenient sizes for this papyrograph (Class B, No. 8 or No. 10). As many as 1,250 distinct copies have been taken from *one* writing. There were four absentee notes on each sheet, so a total of 5,000 notes were struck off at a cost of 4s. for paper and ink.

When the accompanying "Report Form" was produced 1,120 sheets were printed, and two reports on one sheet gave a total of 2,240. Geometry Test Papers, Free-hand Test Papers, Circulars, &c., &c., can be printed with the same machine, and the papyrograph will be found to cover its expenses in a school of 200 in less than a year and a half.

We annex copies of the "Monthly Report" Form and of the "Result Cards."

## FORM A.

SCHOOL.

1879.

DEAR MR. AND MRS.

I submit this report in reference to your son  
for the weeks ending on above date. Please acknowledge receipt  
of this.

Yours very faithfully,

Absent.	Late.	Home Lesson.	General Appearance.	General Conduct.

*v.* = very. *fy.* = fairly. *n.a.* = needs attention. *s.* = satisfactory.  
*e.* = excellent. *g.* = good. *f.* = fair. *m.* = moderate. *b.* = bad.

## FORM B.

## 31. LINDLEY JAMES.

MORNING.								AFTERNOON.					
* {	A.	H. L.	P. A.	1	2	3	C.	A.	H. L.	P. A.	1	2	C.
Mon. ...	/	means	ns	La	te			x =	Absent				
Tues. ...		<sup>3</sup> A	means	3	sums	wr	ong in H	ome	wor	k			
Wed. ...			B =	Boo	ts	not	cleaned						
Thurs. .				Gg	=	Bad	in Geog.	1st	Les	son	in	t	he day
Fri. ....				Gr	=	Bad	Gra	m.					
Mon. ...					Gy	=	Bad	in	G	eom	etry		
Tues. ...													
Wed. ...													
Thurs. .						T	T	alki	ng				
Fri. ....													
Mon. ...													
Tues. ...													
Wed. ...													
Thurs. .													
Fri. ....													
Mon. ...													
Tues. ...													
Wed. ...													
Thurs. .													
Fri. ....													
<div style="display: flex; justify-content: space-between;"> <span>A. (= Absent)</span> <span>L. (= Late)</span> </div>								RESULT CARD.					

\* A. = Attendance. H.L. = Home Lessons. P.A. = Personal appearance. 1, 2, 3 = 1st, 2nd, and 3rd Lessons. C. = Conduct.



## APPENDIX VI.

SYLLABUS OF SECULAR INSTRUCTION FOR INFANTS  
AND STANDARD I,  
UNDER THE LIVERPOOL SCHOOL BOARD.

## GRADE I.

**FORM LESSONS.**—Large alphabet. Kindergarten exercises and drawing on slates to illustrate at command a curved line, an angle, and various directions of the straight line. Drill for handling and passing apparatus in the class.

**NUMBER.**—Individual selection of objects in numbers not exceeding 10. Simultaneous counting up to 30.

**GENERAL KNOWLEDGE.**—To name the limbs, &c., of the human body, and their uses. The most common articles of furniture and their uses. Names and modes of life of the cat, dog, horse, donkey, cow, sheep, common fowl, sparrow, and canary. Recognition of *red, blue, and yellow*; of *right, left, above, and below*.

## GRADE II.

**READING.**—Small alphabet and Arabic numerals. The Roman numerals are recommended as an introduction to the Arabic.

Individual recitation of any short rhymes.

**WRITING.**—Any of the small letters from dictation, except *s, x, k, f, and z*.

**NUMBER.**—Kindergarten exercises on addition and subtraction up to 10, and on the multiplication table up to "twice 12." Simultaneous counting to 50.

**GENERAL KNOWLEDGE.**—Natural history lessons, as in Grade I., but involving increased accuracy in the use of such words as *beak, paw, mane, &c.*; and adding further information as to the food, habits, and uses of the creatures. Colours, and peculiarities of form, suggested by Kindergarten Gifts 1 and 2 (see table at end of this Appendix). Drawing from dictation very easy exercises of four or five perpendicular lines, not more than five spaces long, and all beginning or ending on one horizontal line.

## GRADE III.

*(Children who will be five years of age at the Government examination should, as far as possible, take this grade.)*

**READING.**—Monosyllables from class cards and books.—Individual and distinct repetition of eight lines from any song used in the school.

WRITING.—Capital and small letters from dictation.—Copying small words from writing on the blackboard.

NUMBER.—Mental exercises in addition and subtraction up to 10. Writing numbers up to 20.—Kindergarten and memory exercises on the multiplication table up to “4 times 6,” and on the meaning of the terms “halves” and “quarters.”

GENERAL KNOWLEDGE.—The appearance and mode of life of the hare, fox, pig, lion, pigeon, duck, and other creatures mentioned in the school-songs or reading-books. The seven rainbow colours. Form, as exhibited in Kindergarten Gifts 3 and 4. Drawing from dictation perpendicular lines from one to five spaces long to form patterns or representations of very simple objects. Needlework and knitting for girls.

#### GRADE IV.

*(Children who will be six at the Government examination should, if possible, take this work.)*

READING (with intelligence).—Monosyllables from books. Recitation as in Grade III., but of an improved character.

WRITING.—Capital and small letters from dictation. Copying a line or two of manuscript from the blackboard.

NUMBER.—Mental addition and subtraction up to 20. Notation of hundreds and simple addition on slates. Multiplication table, halves, and quarters, as in Grade III., but with greater accuracy.

GENERAL KNOWLEDGE.—Form, as exhibited in Kindergarten Gifts 3, 4, 8, and 9. More advanced information on all the remaining subjects given for Grade III. Drawing applied to horizontal as well as to perpendicular lines of five spaces. Ability to tell the time by the clock. Needlework for girls.

#### STANDARD I.

*When taught in an Infant School or as a distinct department.*

READING.—Reading easy books, not confined to monosyllables. Recitation of poetry selected from easy school-books. Character of all stops used in reading.

WRITING.—To copy in manuscript a line of print on slates, or in copybooks, at the choice of the managers; and to write from dictation a few common words.

ARITHMETIC (Slate-work).—Simple addition and subtraction of not more than four figures, and the multiplication table to “6 times 12.” Very easy sums in addition and subtraction of money.

**ARITHMETIC** (*Firâ-voce Lessons*).—Kindergarten and mental exercises on halves, quarters, and other easy questions in fractions. The relative value of all English coins; of an inch, foot, yard, and mile; of an ounce, pound, cwt., and ton; with ability to illustrate the distances named by marking them on the slate or by reference to some well-known thing.

**GENERAL KNOWLEDGE**.—Natural history in courses of lessons suggested by "Jarrold's Illustrations of Natural History." Peculiarities of form, exhibited in Gifts 2, 3, 4, 5, 7, and 9. Building exercises, exhibiting the children's power of invention, in accordance with Froebel's laws of development. Easy drawing exercises from dictation, &c., on the perpendicular line, the horizontal line, the perpendicular and horizontal lines combined, and the oblique line (specially required from boys). Preliminary language lessons. The cardinal points of the compass; meaning of geographical terms, like mountain, river, town, &c.; meaning and use of a map, and especially of its scale. Ability to tell the time by the clock. Needlework for girls.

N.B.—Additional courses of object lessons may be arranged, and proposed for approval at each examination by the Board's Inspectors.

*Table of Kindergarten Gifts to be introduced into the Board Schools.*

1. Wooden Balls of various colours.	9. Whole or Half Rings.
2. Wooden Ball, Cube, and Roller.	10. Drawing.
3. Cube, of eight smaller Cubes.	11. Perforating.
4. Cube, of eight oblong Blocks.	12. Embroidering.
5. Cube, of smaller Cubes and of Triangular Prisms.	13. Paper-cutting.
6. Cube, of oblong Blocks, some of which are halved across, and some lengthways.	14. Paper-twining.
7. Tablets for Mosaic-work.	15. Paper-folding.
8. Staff or Stick laying.	16. Mat-weaving.
	17. Slats for interlacing.
	18. Jointed Slats.
	19. Peas-work.
	20. Modelling.

*Kindergarten Gifts to be used in each of the Grades mentioned in the foregoing Syllabus.*

Grade I.	Grade II.	Grade III.	Grade IV.	Juniors. Standard I.
Gift 1	Gift 1	Gift 1	Gift 1	Gift 2
" 2	" 2	" 2	" 2	" 3
" 3	" 3	" 3	" 3	" 4
" 8	" 7	" 4	" 4	" 5
" 10	" 8	" 7	" 5	" 7
	" 9	" 8	" 6	" 8
	" 10	" 9	" 7	" 9
		" 10	" 8	" 10
		" 11	" 9	" 16
		" 16	" 10	" 19
		" 20	" 11	
			" 12	
			" 14	
			" 17	
			" 18	
			" 19	
			" 20	

## APPENDIX VII.

### PART I.

COPY OF CIRCULAR 51, OF AUG. 10TH, 1872.

SIR,—1. My lords are frequently asked whether, and, if so, under what circumstances, the managers of a school may allow a time-table, which has been approved by Her Majesty's Inspector to be departed from in the daily work of a school.

2. So far as a time-table sets forth, as required by section 7 of the Education Act, the time or times to be devoted to instruction in religious subjects, no change may be made without the express sanction of the Inspector. This sanction ought not to be given, in the course of a school year, except upon formal application from the managers, nor unless strong grounds for the change are shown. The parents of scholars attending a public elementary school ought to know for certain at what time or times they may withdraw their children, if they wish to do so.

3. Any neglect of this division of the time-table will entail a

forfeiture of grants, the loss will fall upon the managers, and they must, therefore, see constantly and carefully to this point.

4. So far as the distribution of the time devoted to *secular instruction* is concerned the case is different; as the approval of the Education Department, required under section 7 (2) of the Elementary Education Act, does not apply to such distribution of time. A time-table, however, for all subjects taught is necessary to secure order and regularity in the daily work of a school; and when once settled ought to be adhered to. It otherwise ceases to be of any use for the information of the parents, or to be a guide to the Inspector in forming his judgment of a teacher or in examining a school.

5. The managers should, therefore, arrange with the Inspector at his yearly visit what the time-table for the ensuing year is to be; if they allow the teacher to alter it permanently during the school year, a special note of the change allowed should be made by the correspondent in the log-book, and a copy of the table, as corrected, ought to be at once put up in the school.

6. Occasional deviations from the table may be allowed without so formal a record, but they also should be noted by the teacher in the log-book; if frequently resorted to, without good reason they must be regarded as a proof of the teacher's inefficiency, and may cause the grant to be reduced.

7. The Inspector will, therefore, read the sixth paragraph of the minute of 7th February, 1871,\* as referring to the time-table, so far as it has been approved under section 7 of the Education Act; but, so far as the hours of secular instruction are concerned, he will note in the log-book, for the information of the managers, every case in which he finds a school not being taught according to the ordinary time-table, unless there is a record in the said log-book of the reason why the order of instruction set forth in the time-table has not been observed.

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## PART II.

The following estimates of the manner in which the time assigned to secular instruction may best be distributed between the several subjects ordinarily taught in an elementary school may be found useful. They are founded upon a comparison of the arrangements actually adopted by teachers of special experience and success.

The time assumed to be available for secular instruction is, in

\* "That the Inspector, at any visit which he pays to the school without notice, shall report to the Education Department if he finds that the work of the school is not being carried on according to the approved time-table, or that the time-table itself is not exhibited in every school-room."

the case of boys', girls', and mixed schools, 25\* hours per week; in the case of infant schools, 22½\* hours. We advise managers to arrange that *less* than these several times shall never be available.

## BOYS' SCHOOLS.

<i>Reading</i> .....	6½ hours.
<i>Writing</i> (including Transcription, Dictation, and Composition) }	..... 3½ "
<i>Arithmetic</i> .....	7 "
<i>Grammar</i> (or <i>History</i> for Standards IV., V., and VI.) }	..... 3
<i>Geography</i> (or <i>History</i> ) }	..... 3 "
<i>Singing</i> and <i>Recreation</i> }	..... 2 "
	<hr/> 25

## GIRLS' SCHOOLS.

<i>Reading</i> .....	6 hours.
<i>Writing, &amp;c.</i> .....	3 "
<i>Arithmetic</i> .....	7 "
<i>Needlework</i> .....	4 "
<i>Grammar</i> , <i>Geography</i> , or <i>History</i> }	..... 3 "
<i>Singing</i> and <i>Recreation</i> }	..... 2 "
	<hr/> 25

## MIXED SCHOOLS.

	<i>Boys.</i>	<i>Girls.</i>
<i>Reading</i> .....	6½ hours	6 hours.
<i>Writing, &amp;c.</i> ....	3½ "	3 "
<i>Arithmetic</i> ....	7 "	7 "
<i>Needlework</i> ....		4 "
<i>Grammar</i> , <i>Geography</i> , and <i>History</i> }	6 " divided between two out of the three }	3 " to one of the three.
<i>Singing</i> and <i>Recreation</i> }	2 " .....	2 "
	<hr/> 25	<hr/> 25

The above estimates are applicable, in their entirety, to the highest classes only. *E.g.* in the case of Standard I., the time assigned to subjects under Art. 19 c. may be distributed between

\* In schools in which no substantial time is devoted to religious instruction, about 2½ additional hours are probably available for secular work.

† Lessons in this subject should invariably be given in the early part of each meeting of the school.

reading, writing, and arithmetic; in the case of Standards II. and III., a portion of the same time may be similarly distributed, &c.

Lessons on *natural objects* may, especially in the case of the lower classes, be advantageously substituted now and then (say once a week) for *reading* lessons.

Where *specific subjects* (Article 21, New Code) are taught, the time for these may be provided by *adding* to the school hours. Or (which is the practice in one of the best elementary schools with which we are acquainted) they may be taught in conjunction with reading and writing; by devoting, say, one-half or two-thirds of the time per week assigned to reading to reading books on "specific subjects," and by devoting, say, one-half of the time assigned to writing to the neat copying of notes and writing of answers to questions in such subjects.

The arrangement of the work in schools attended by half-timers is often a matter of difficulty, especially where they are not uniform in their method of attendance, so that you are not sure whether any given child will attend in the morning or in the afternoon.\* The best plan, in all schools attended by any considerable proportion of half-timers, is to arrange the week's work so that on each day the subjects of the morning's and the afternoon's lessons shall be exactly the same. Another plan is to make out the time-table for a fortnight instead of a week.

With reference to the not uncommon complaint of teachers that half-timers cannot be efficiently taught in the school hours at their disposal, cf. the passage from the Report of the Royal Commissioners for 1858, quoted in this Appendix.

INFANT SCHOOLS (taught on "English" system).

	Boys.	Girls.
Reading .....	4 hours	3½ hours.
Writing .....	4 "	3½ "
Number† .....	5 "	4 "
Needlework .....		2 "
Singing and Exercises }	2½ "	2½ "
Recreation .....	2½ "	2½ "
Gallery Lessons (Objects, Natural History, Form and Colour) and Repetition of Poetry }	4½ "	4½ "
	22	22

\* This should be much less uncertain now that under the present Factory Act a child working half-time may not attend school every morning or every afternoon for more than one week at a time.

† Some Inspectors require rather less work in "number" (e.g. addition of numbers up to a total of ten only) from all infants (including infant boys) instructed in needlework. Where this practice is followed there will be no need of any distinction between infant boys and girls in respect of time-table arrangements. See also note (†) on preceding page.

According as the Kindergarten system is more or less introduced into Infant Schools, or classes within them, more or less time will be withdrawn from subjects of definite instruction and assigned to "Kindergarten."

Religious instruction is, in most schools, given before the secular instruction. As a rule, from 30 to 40 minutes are devoted to it each day. This brings the total number of hours per week to about  $27\frac{1}{2}$  in boys', girls', and mixed schools, and 25 in infant schools. These should be distributed between the ten meetings in the proportions of about 3 hours (morning) and  $2\frac{1}{2}$  (afternoon) in boys', girls', and mixed schools, and  $2\frac{3}{4}$  hours (morning) and  $2\frac{1}{4}$  (afternoon) in infant schools.

Cf., however, the following extract from the Report of the Royal Commissioners of 1858:—"The evidence on the whole tends decidedly to the conclusions: 1. That for children under the age of twelve years 24 hours a week is nearly the limit of profitable instruction in studies requiring mental effort.—2. That 18 hours a week is often a more useful period of mental effort than 24.—3. That 15 hours a week, the utmost that is obtained by the factory children, is, to use the most unfavourable expression, not insufficient.—4. That much may be done in 12 hours a week, or 2 hours a day, provided that those 2 hours be 2 fresh hours in the morning.—5. That children who have been educated up to the age of seven in a good infant school can be taught in three years, in a school attendance of from 15 to 18 hours, to read well, to write well, and to understand and apply the common rules of arithmetic."

## APPENDIX VIII.

### CIRCULAR TO ELEMENTARY SCHOOLS NOT PROVIDED BY SCHOOL BOARDS RESPECTING THE MODE OF KEEPING AND RENDERING THEIR ACCOUNTS.

Education Department, Whitehall, London, S.W.

SIR,—My Lords, acting on a Report from their Accountant, which is printed at pp. xxxi.-lvii. of their Report for 1866-67,\* have adopted the annexed form of balance sheet (pp. 14—15) for the annual statement of income and expenditure required (Article 17, g, New Code,) from the managers of all schools receiving annual grants.

The materials for this balance sheet are intended to be collected from a cash-book (to be kept by the treasurer of the school), of which each opening would be as follows:—

\* The Accountant's Report, price 2d., post free  $2\frac{1}{2}$ d., can be obtained separately from Messrs. Longmans, 39, Paternoster Row.



## RECEIPTS—(left-hand page).

RECEIPTS—(left-hand page).												
Dr.	A	B	C	D	1	2	3		4	5	6	7
							Voluntary Contributions.					
Date.	No. of Voucher, if any.	From whom received.	* Particulars of Receipt.	Grant from the Education Department.	Net Annual Income from Endowment.	(a) Of Private Individuals.		(b) Of Societies.	Col-lections in Churches or Chapels.	School Fence.	+ Received for Books sold to Children.	‡ Other Sources.
				£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.

## PAYMENTS—(right-hand page).

PAYMENTS — (right-hand page).														Cr.
A	B	C	D	1				2	3	4	5	6	7	8
Date.	No. of Voucher.	To whom paid.	Particulars of Payment.	Salaries.				Books, Apparatus, and Stationery.	Fuel and Repairs to Furniture, and Cleaning.	Replacement of and Repairs to Buildings.	Repairs to Buildings.	Rates, Taxes, and Insurance.	± Other Expenses	Total.
				(a) Of Teachers.	(b) Of Assistants.	(c) Of Articled Pupils.	(d) Of Monitors, if any.							
				£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.

\* In this column enter the particulars, if any are necessary, in addition to the heading of the column in which the sum appears, to explain it: e.g. the period for which received, the department in case of school-penies, &c.

+ All sums received (if any) for books sold to salaried officers to be entered under No. 7 of "Income."

‡ In this column enter the amount of any items which do not clearly belong to any of the headings of columns 1-6 (payments 1-7), with the needful particulars in column D.

§ In this column enter the particulars, if any are necessary, in addition to the heading of the column in which the sum appears, to explain it: e.g. the period for which paid, the department in case of salaries, &c.

A book of 100 pages of common folio paper, but bound like a cheque book at the narrow end, would serve even a considerable school for several years, and might be ordered from any stationer, either ruled and headed, or blank for ruling, at a trifling cost.

The Accountant in his Report comments upon each of the heads of Receipt and Payment, but the following observations are of a more general character. Many of them are worded so as to apply to schools in which the cost of support and the labour of management are divided among several persons. But even if one person performs what is elsewhere the work of many, an analysis of the several duties is not the less indispensable to a due discharge of them.

"The cash-book would furnish a self-explanatory view of the various transactions on account of the school, showing both the character of each detail and the financial result of the whole. Each item of receipt and payment would be at once carried to its proper head of account with the least possible amount of labour by being entered in its proper column. The necessity of transferring items from one book to another, as must be the case if a ledger is kept, is avoided, at the same time that the classification of items under the various heads of account is effected in the cash-book, where it can be easily referred to and easily verified.

"The school cash-book should be paid for out of the school funds, so as to be part of the school property, and ought to be open to the inspection of every subscriber.

"Both the receipts and payments shown in it should be supported by appropriate vouchers, which should be kept and numbered in the order of the entries in the cash-book.

"The first entry in the cash-book should be the balance in hand or overdrawn (as the case may be), which should appear in the total column only. All other entries should appear in the total column as well as in the particular column under which they fall.

"When all departments of a school are in receipt of grants, it is not necessary that any part of its receipts and payments should be shown under departments, except 'salaries.' Where, however, one or more departments of a school are not in receipt of grants, the expenditure of the remaining department or departments must be kept so that it can be returned separately.

"The cash-book at the end of the year should be balanced first in pencil. If it shows an adverse balance (deficit), and if any person or persons who have advanced money to meet current expenses, without its being entered from time to time, as so much voluntarily contributed under column No. 3, intend to make a gift of the amount or of any part of it to the school, this gift should

be entered in the column No. 3, and the 'balance' reduced in proportion.

"It cannot be too carefully borne in mind that the cash-book is meant to be confined to actual receipts and payments. The only debt which can appear in it is the balance overdrawn (if any). Other debts remaining unsettled at the date on which the cash-book is closed can only be made the subject of a separate statement.

"Means should be adopted for confining the school accounts exclusively to the transactions of the school itself, apart from all other accounts, and for making them *complete* records of all such transactions. Where practicable, it would be found a great convenience that a special bank account should be kept for the school, into which all income should be paid, and out of which all payments should be made, by cheque.

"Thus whenever the trustees of an endowed school have either to manage its endowment, or to apply the proceeds of endowment to their school and other purposes also, they should be required to keep a distinct account of the endowment as a gross whole, and to carry to the account of the school its net receipts only from the endowment.

"No expenditure except such as is proper to the transactions of the school itself should appear, or at least remain, in the school account. If it cannot be separated at the moment of making it, it should be estimated and deducted at the end of the year from the various heads of expenditure to which it has been carried, and from the head or heads of income in which it has been included.

"Thus, expenditure which relates jointly to the day and Sunday schools, *e.g.* for 'Fuel and Light,' 'Furniture, &c.,' should be divided between them in proportion to the number of hours per week during which each has been open, and the share of the day school only should remain in the account.

"Each school should have a treasurer, through whose hands all receipts and payments on account of it should, without exception, pass. The resources would thus be fully known to the managers, and all the expenditure would receive their sanction.

"Such books and stationery as are required by the children should be purchased by the treasurer. Besides the obvious advantage to the managers in thus dealing wholesale, the payments of the children would go to swell the income of the school, on the amount of which the annual grants from your Lordships depend. A list of the prices at which the children are meant to obtain the books should be hung up in the school, and the person from whom they buy them (who should, whenever possible, be one of the managers, and not the teacher) should account to the treasurer periodically for both money and stock.

"Whatever be the teacher's interest in the school-pence, they should be paid to the treasurer in full, and the teacher should receive his proper share back.

"The scale of fees should be exhibited in a conspicuous part of every schoolroom. The treasurer should be furnished with the number of children charged at each rate, and the teacher should account to him at fixed times for the full sum payable by them. In the event of the full sum not being collected by the teacher, the balance should, after due investigation, be either written off or carried forward as arrears.

"Wherever there are annual subscribers to a school, an annual balance sheet should be circulated among them, or at least made accessible to them."

In conclusion, he observes that the advantages of a better system of accounts will not be confined to the official side.

"The advantages (he adds) to the managers of schools will also be great.

- "(1) To all of them the labour of keeping the accounts will be lessened.
- "(2) In many cases the financial position of the schools will be improved, for the managers, having a complete knowledge of the accounts, will be able to see which items of expenditure admit of reduction and which items of income admit of increase.
- "(3) From the publicity given to the accounts of each school, its wants and its resources will be known in the neighbourhood, and the number of subscribers will, in many instances, be increased."

I have the honour to be, &c.,

F. R. SANDFORD.

ACCOUNT of the INCOME and EXPENDITURE of the \_\_\_\_\_  
showing the Amounts actually received

Income.	Day School.	Evening School, so far as a separate Account.	Total.
To balance on _____ 18____, (if in hand) .....			
1. To grant from Committee of Council on Education			
{ (a) Inalienable from the School			
{ or from Education, viz. :—			
2. { To net annual income from endowment. { (b) Alienable from the school and also from education, viz. :—From			
3. To voluntary contributions { (a) of private individuals			
{ (b) of societies* .....			
4. To collections in churches or chapels.....			
5. To school-pence :—			
(a) Paid by scholars .....			
(b) Paid by guardians for ‡ _____ scholars			
6. To amount received for books sold to children .....			
7. To income arising—			
From Department of Science and Art†			
From other sources ( <i>specify them</i> ) ...			
8. To balance on _____ 18____, (if overdrawn)...			
* Repayment by Sunday school managers of share of expenditure, included per contra, hire of school-room, &c., must not be entered here, but under head No. 7.			
† Enter <i>only total sum</i> , paid in money. If prizes or if grants <i>in kind</i> have also been received, state the fact here, but make no entry for the value of them in the columns. If special explanation is needed, see N.B. at foot of pages 6, 7, 8.			
‡ Insert the number and state the amount paid. (See section 10 of the Elementary Education Act, 1876.)			
£			

[The numbers below on the left hand correspond to the heads of the account above.]

3. How many Private Individuals included under (a) contribute per annum £5 and upwards ..... £1 and less than £5 ..... Less than £1 ..... Total number of Subscribers .....

\* Name here the societies which have furnished *voluntary* contributions.

8. If there is an overdrawn balance, who has provided the money? And how is it to be repaid?

Are there any debts affecting the school of earlier date than the year included in this balance sheet? If so, state the amount.

Is there any reason to doubt that the ordinary expenses of the school will continue to be provided for?

School, for the Year ending \_\_\_\_\_ 18 \_\_, and actually disbursed during the Year.

† Expenditure.				Day School.	Evening School, so far as a separate Account.	Total.
By balance on _____ 18 __, (if overdrawn) .....						
Boys. Girls. Infants.						
1. By salaries.	(a) of teachers .....					
	(b) of assistants .....					
	(c) of articulated pupil-teachers.					
	(d) of stipendary monitors (if any).					
	(e) of temporary monitors (if any).					
	(f) of drill master (if any).					
2. By books, apparatus, and stationery .....						
3. By fuel and light .....						
4. By replacement of and repairs to furniture, and cleaning.						
5. By repairs to buildings .....						
6. By rent † .....						
7. By rates, taxes, and insurance .....						
8. By other expenses, viz. :—						
For prizes ( <i>specify their nature</i> ) .....						
On account of ( <i>specify</i> ) .....						
9. By balance on _____ 18 __, (if in hand) .....						
† Expenditure which relates jointly to the day and Sunday schools (as for "Fuel and Light," "Furniture, &c.") should be divided between them in proportion to the number of hours per week which each has been open, and the share of the day school only should be entered in this table.						
‡ No charge for rent may be included if the premises are held in trust for educational purposes.						
				£		

I hereby certify that according to the best of my knowledge and belief, the foregoing is a true and complete account of the sums actually received and actually spent on account of the above school, in the year ended \_\_\_\_\_ 18 \_\_, and I further certify, that no paid officer of the school is included among its contributors, or the contributors to any fund out of which the school is supported, and that no part of the amount returned as school-pence (No. 5 of Income) has been contributed by the general funds of the school, or has been returned to the children without being accounted for under No. 8 as a payment.

Treasurer.

\_\_\_\_\_ day of \_\_\_\_\_ 18 \_\_.

I hereby certify that the foregoing account is correctly abstracted from the cash-book of the school, which has been examined by me with the vouchers and school registers, and found to be correct.

Auditor.

\_\_\_\_\_ day of \_\_\_\_\_ 18 \_\_.

## APPENDIX IX.

EXTRACTS FROM CIRCULAR TO H.M. INSPECTORS  
OF JAN. 16, 1878.

"My Lords are anxious that you should lose no suitable opportunity of impressing upon both managers and teachers the great responsibility which rests upon them, over and above the intellectual teaching, in regard to the moral training of the children committed to their charge.

"You will, . . . urge the managers to do all in their power to secure that the teachers maintain a high standard of honesty, truth, and honour in their schools, and that they not only inculcate upon the children the general duty of consideration and respect for others, but also the special duty of obedience to and reverence for their parents.

"The experience of many years has shown that the best schools have generally been those where the managers exercise a personal supervision over them, and are in constant friendly intercourse with the teachers and the children. My Lords have been sorry to find that many of the largest schools have in the last few years been deficient in this great element of usefulness, and that accordingly a much lower tone has prevailed amongst teachers and children in these cases. My Lords trust that you will lose no opportunity of endeavouring to secure for all the children in your district the advantage of this supervision, by informing the managers of the importance which their Lordships attach to their personal influence over the schools for which they have accepted the responsibility, as a most valuable part of the educational system of the country; and you will do all in your power to support the authority of the managers over their schools. The friendly interest and supervision of the managers is particularly needed in the case of the young teachers of both sexes in large towns, who, being often strangers to the place and living alone in lodgings, without friends or relations, should be the object of their special care. You will, therefore, inquire from time to time whether the managers take a personal interest in the conduct, comfort, and well-being of these young persons; as my Lords consider this matter to be of great importance, not only to the teachers themselves, but to the children who are entrusted to their care, and who must be much affected by the characters and example of their instructors.

"It is needless to remind you that the condition of the pupil-teachers of your district should receive your very careful considera-

tion. My Lords have reason to fear that sufficient care has not been bestowed upon them in many cases, either by managers or teachers. You will do well, therefore, to bespeak the special attention of the managers to this important subject."

## APPENDIX X.

LIST OF TRAINING COLLEGES UNDER INSPECTION  
IN ENGLAND AND WALES.

*For Masters only. (17.)*

Name of Training College.	Name and Address of Correspondent.
BANGOR (British and Foreign School Society's) . . . .	REV. D. ROWLANDS, Bangor.
BATTERSEA (National Society's) . . . .	REV. E. DANIEL, Battersea, London, S.W.
BOROUGH ROAD (British and Foreign School Society's) . . . .	ALFRED BOURNE, Esq., Borough Road, London, S.E.
CARMARTHEN (Nat. Society's) . . . .	REV. W. H. PARBY, Carmarthen.
CARNARVON (Church of England) . . . .	REV. J. S. BOUCHER, Carnarvon.
CHELSEA, ST. MARK'S (National Society's) . . . .	REV. J. G. CROMWELL, St. Mark's Training College, Chelsea, London, S.W.
CHELTENHAM (Church of England) . . . .	REV. R. M. CHAMNEY, Cheltenham.
CHESTER (Diocesan) . . . .	REV. CHANCELLOR ESPIN, Training College, Chester.
CULHAM (Oxford Diocesan) . . . .	REV. H. LEWIS, Culham, Abingdon.
DURHAM (Diocesan) . . . .	REV. S. B. SMITH, Training College, Durham
EXETER (Diocesan) . . . .	REV. J. G. DANGAR, Exeter.
HAMMERSMITH, ST. MARY'S (Roman Catholic) . . . .	REV. T. GRAHAM, Brook Green House, Hammersmith, London, W.
PETERBOROUGH (Church of England) . . . .	REV. C. DAYMOND, Peterborough.
SALTLEY (Worcester Diocesan) . . . .	REV. F. W. BURBIDGE, Saltley, Birmingham.
WESTMINSTER (Wesleyan) . . . .	REV. DR. RIGG, Wesleyan Training College, Horseferry Road, Westminster, London, S.W.
WINCHESTER (Diocesan) . . . .	REV. C. COLLIER, Training College, Winchester.
YORK AND RIPON (Diocesan) . . . .	REV. G. ROWE, York.



*For Mistresses only. (23.)*

BISHOP'S STORTFORD (Rochester Diocesan) . . . . .	REV. A. E. NORTHEY, Hockerill, Bishop's Stortford.
BRIGHTON (Chichester Diocesan) . . . . .	REV. H. H. WYATT, Bolney Vicarage, Hayward's Heath.
BRISTOL, GLOUCESTER, AND OXFORD (Diocesan) . . . . .	REV. R. E. RICHARDS, Fishponds, Bristol.
CHELTENHAM (Church of England) . . . . .	REV. R. M. CHAMNEY, Cheltenham.
CHICHESTER (Bishop Otter's Memorial) . . . . .	MISS TREVOR, Bishop Otter's, Memorial College, Chichester.
DARLINGTON (British and Foreign School Society's) . . . . .	ALFRED BOURNE, Esq., Borough Road, London. S.E.
DERBY (Lichfield Diocesan) . . . . .	REV. T. H. TWIST, St. Michael's Vicarage, Derby.
DURHAM (Diocesan) . . . . .	REV. W. H. WALTER, Durham.
GRAY'S INN ROAD (Home and Colonial School Society's) . . . . .	REV. J. JOYCE EVANS, Gray's Inn Road, London, W.C.
LINCOLN (Diocesan) . . . . .	REV. HECTOR NELSON, Lincoln.
LIVERPOOL ROMAN CATHOLIC . . . . .	THE PRINCIPAL, Roman Catholic Training College, 96, Mount Pleasant, Liverpool.
NORWICH (Diocesan) . . . . .	REV. T. ARCHBOLD, Norwich.
OXFORD (Diocesan) . . . . .	REV. H. D. DE BRISAY, Bradmore Road, Oxford.
RIPON (York and Ripon Diocesan) . . . . .	REV. E. B. BADCOCK, Ripon.
SALISBURY (Diocesan) . . . . .	REV. W. D. MORRICE, St. Thomas' Vicarage, Salisbury.
SOUTHLANDS, BATTERSEA (Wesleyan) . . . . .	REV. G. W. OLVER, The College, Southlands, Battersea, London, S.W.
STOCKWELL (British and Foreign School Society's) . . . . .	ALFRED BOURNE, Esq., Borough Road, London, S.E.
SWANSEA (British and Foreign School Society's) . . . . .	DAVID WILLIAMS, Esq., Training College, Swansea.
TOTTENHAM (Christian Knowledge and National Society's) . . . . .	REV. E. HOBSON, Training College, Tottenham, London, N.
TRURO (Exeter Diocesan) . . . . .	REV. J. R. CORNISH, Dr. Barham's, Truro.
WANDSWORTH (Roman Catholic) . . . . .	T. W. ALLIES, Esq., 22, Portman Street, London, W.
WARRINGTON (Chester Diocesan) . . . . .	REV. CANON HORNBY, Training College, Warrington.
WHITELANDS (National Society's) . . . . .	REV. J. P. FAUNTHORPE, Whitelands House, Chelsea, London, S.W.

*For both Masters and Mistresses. (1.)*

HOMERTON (Congregational) . . . . .	E. LIDDELL, Esq., The College, Homerton, London, E. -
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## APPENDIX XI.

## PART I.

## COPY OF MEMORANDUM OF AGREEMENT (ART. 70 f).

MEMORANDUM OF AGREEMENT between<sup>1</sup> \_\_\_\_\_

\_\_\_\_\_ hereinafter called *the managers*, on behalf  
of the managers of the \_\_\_\_\_  
School, and<sup>2</sup> \_\_\_\_\_ hereinafter  
called *the surety*, the<sup>3</sup> \_\_\_\_\_ of<sup>4</sup> \_\_\_\_\_  
\_\_\_\_\_ hereinafter called *the pupil-*  
*teacher*.

The managers, for themselves, their executors, administrators, and assigns, agree with the surety, his<sup>5</sup> executors, administrators, and assigns, as follows:—

1. The managers agree to engage the pupil-teacher to serve under a certificated teacher during the usual school hours in keeping and teaching the said school, but so that the said pupil-teacher shall not serve therein less than three or more than six hours upon any one day, nor more than thirty hours in any one week. Sunday is expressly excluded from this engagement.

2. This engagement shall begin on the first day of<sup>6</sup> \_\_\_\_\_, 187—, and, subject to the proviso in paragraph 4, shall end on the last day of<sup>7</sup> \_\_\_\_\_, 188—,<sup>8</sup> but if the pupil-teacher shall, with the consent of the other parties hereto, attend the examination for admission into training colleges next preceding the last-mentioned date, this engagement may end on the 31st day of the month of December next following such examination, provided the pupil-teacher then enters a training college.

3. The pupil-teacher shall be paid as wages<sup>9</sup> \_\_\_\_\_ per<sup>10</sup> \_\_\_\_\_ in the first year, and this sum shall be increased by<sup>9</sup> \_\_\_\_\_ per<sup>10</sup> \_\_\_\_\_ in each subsequent year of the engagement, but such increase may be stopped at the discretion of the managers of the said school for the time being for the unexpired remainder of any year after receipt of notice from the Education Department that the pupil-teacher has failed to pass the examination, or to fulfil the other conditions of a pupil-teacher according to the standard of the preceding year as prescribed in the Articles of the Code of the said Department applicable to the case.

(1) Name. &c., in full of a quorum of the managers.

(2) Names &c., in full of father or other surety of the assistant.

(3) Father or as the case may be.

(4) Name in full of the pupil-teacher.

(5) His or her.

(6) The month defined by Article 11.

(7) Preceding month.

(8) Four full years; or any less number of years, not under two.

provided (a) that the candidate has passed for admission

the examination fixed for a later year in proportion to the reduced term of service; and

provided also (b) that the end of the reduced term of service fall beyond the candidate's 18th year (completed).

(9) The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.

(10) Week, or as the parties may agree.

4. *Provided* always, that if the pupil-teacher fails to pass an examination for any year as specified in paragraph 3 of this agreement, this engagement shall, on the application of the managers and with the consent of the Education Department, end on the last day of \_\_\_\_\_, 188—.\*

When this engagement is so extended, the course of study and the wages of the pupil-teacher in the remainder of the year succeeding that in respect of which the pupil-teacher failed shall be the same as in the last-mentioned year; and that year shall not be reckoned in calculating any payment to be made under paragraph 6 of this agreement.

5. The pupil-teacher, while the school is not being held, shall receive, without charge, from a certificated teacher of the said school, special instruction during at least five hours per week, of which hours not more than two shall be part of the same day. Such special instruction, and any instruction in secular subjects, given to the pupil-teacher during school hours, shall be in the subjects in which the pupil-teacher is to be examined, either during his engagement, or for admission to a training college, pursuant to the said Articles.

6. The pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct of a gross kind respectively; and this engagement shall be terminable on either side by a written notice of six months, or in lieu of such notice by the payment on either side of £3 in the first year, £4 in the second, and an additional pound in each succeeding year of the engagement, but never exceeding £6 in the whole; such payment to be recoverable as a debt by the party entitled to receive it, and to be over and above the settlement of all other accounts between the parties.

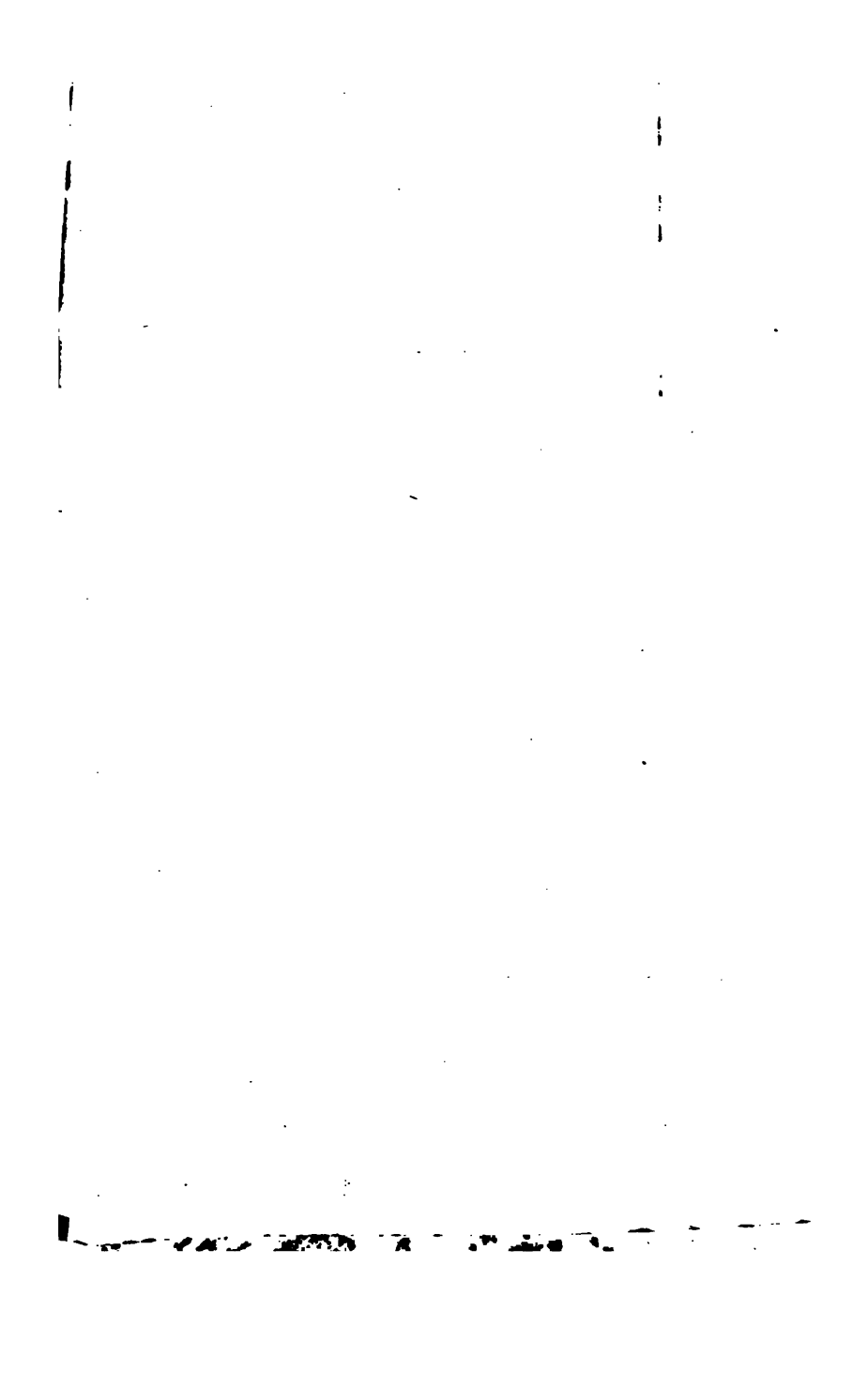
(11) His or her voluntarily on his<sup>11</sup> own part, and with the privity and consent of the surety.

8. The surety agrees with the said managers, their executors, administrators, and assigns, to clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a manner befitting the same.

(12) All the parties named must sign, but need not do so together. Each signature should be written in a separate line, and

Signed <sup>12</sup> this \_\_\_\_\_ day of \_\_\_\_\_  
 \_\_\_\_\_ in the presence of \_\_\_\_\_  
 \_\_\_\_\_ in the presence of \_\_\_\_\_  
 \_\_\_\_\_ in the presence of \_\_\_\_\_

\* One year later than the second date in paragraph 2.



# APPENDIX XI. PART II.

TABLE I. TO NEW CODE, 187  
*Teachers at Admission and during*

	<p>1. Health.* N.B.—Copies of all these in the Lo</p>		<p>5. Arithmetic and Mathematics.</p>	
<p>For Admission (or end of 1st Year if</p>	<p>A medical certificate that candidate is not subject to</p>	<p>with ence ;</p>	<p>Male Pupil- teachers. Practice and proportion</p>	<p>Female Pupil- teachers. Practice and bills of</p>

1. This Memorandum must be executed by all the parties named in it, viz. :—

Managers.

Surety.

Pupil-teacher.

must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp. *An incomplete memorandum does not satisfy Article 32 (c).*

memorandum, when executed, should be deposited with school papers (Article 34 b). The surety should have her an executed duplicate (which requires a second stamp), or a certified copy. The agreement exists only between the persons who sign it. If any of them are changed (by removal of managers, or otherwise), instructions for a new agreement (with stamp) in the following form may be obtained upon application (Article 14) to the Education Department.

*Similar form of agreement is supplied by the Department for use in board schools.*

## PART II.

(SEE SCHEDULE FACING THIS PAGE.)

## PART III.

A.—REGULATIONS AS TO PUPIL-TEACHERS, &c., IN  
THE ——— PUBLIC ELEMENTARY SCHOOL.

*Pupil-teachers.*—We meet each morning at 8.15; and the time, until 9 o'clock, is spent in the repetition of lessons, prepared at home on the previous evening. The home lessons consist of two parts, a "learning lesson," and a "writing lesson." The questions proposed to be answered are prepared on the Saturdays by the master, and entered in a book, "The Question Book," so that on Monday morning the pupil-teachers copy their week's work.

Each pupil-teacher receives a mark for his lessons, which is registered in a book kept by the senior pupil-teacher. At the end of every quarter the teachers receive, in addition to their salaries, a small amount for pocket-money. Any negligence or carelessness in the preparation of home work causes some slight deductions to be made. The teachers feel it a degradation to have even a few pence withheld.

At noon, from 1.10 until 2, the pupil-teachers receive direct instruction as a class.

On Monday, Singing; Tuesday, Analysis and Parsing, and Algebra; Wednesday, French; Thursday, Algebra and Mensuration; Friday, Reading, Talks on School Management. All these lessons at noon are very pleasant and very profitable. The pupil-teachers are anxious to get a good mark for their work, and thus an earnest, honest effort is produced.

*Scholars.*—In addition to the medals, which are used in most lessons, and which cause all pupils to have an equal interest in the lessons, we have also a system of marks. In every lesson a boy can get six marks for excellent work, and, if neatness be also involved, he may gain an additional six for neatness. The marks thus gained are registered by the boys at the end of every lesson; and the teacher enters the total at the end of the day.

On Friday afternoon, in the presence of the whole assembled school, the names of six of the highest boys in each class are called out by the master, and comments made upon the merits of their work. No other prize is given; and it is extremely gratifying to find how pleased and delighted a boy is who has had the honourable distinction of hearing his name called out. This simple plan has been very beneficial in calling forth a spirit of emulation.

## RULES FOR THE GUIDANCE OF PUPIL-TEACHERS AND MONITORS.

1. You must be at school at 8.15 in the morning, and 1.15 in the afternoon.
2. Every lesson must be carefully and thoughtfully prepared.
3. You must have your books, slates, atlases, &c., in their places at the required time.
4. You must take great care of any of the school apparatus placed under your especial charge.
5. You must be very diligent in the conduct of your class; speak in a gentle tone of voice; follow out the plans laid down for your guidance; and seek to realise high results.
6. You must have a notebook for class use, in which a daily register is kept of your class work, and the names of the pupils requiring special attention.
7. You must have a notebook for use in your own private studies.
8. Always act in a gentlemanly manner towards each other; and never leave school in the evening without first seeing the master.
9. Playing in the schoolroom at any time is strictly prohibited.
10. Fines will be imposed for the neglect of any of these rules.

*"What is worth doing, do well."*

To encourage early attendance, every pupil who is at school punctually at 9 and 2 receives a red-ink mark in the register.

## B.—RULES AS TO TEACHING, &amp;c.

As the children enter the school in the morning, they place their home-lesson books on the desk arranged to receive them.

They are examined by boys chosen from the first class at about 9.30, they are again distributed to the pupils, and then they are looked at by the master, to ascertain whether they are neatly and accurately done. All the neat books are held up before the class, and comments made upon them.

The boys are much pleased to have their books shown; and it is frequently a great incentive to the careless and indifferent ones.

*Reading.*—To secure attention in the junior classes, each child is provided with a pointer; and he is required to point to and say silently every word that the child before the class is reading aloud. To gain boldness of expression and clearness of utterance, the child who reads aloud stands upon a form, in front of the



class. Should he make a mistake, hands will be raised, and the correction made by a child, who passes up in his class.

The teacher is required to know the lesson that the children are about to read; and it is his duty to tell, in his own words, the substance of the lesson to be read. The pupils then read with more intelligence, because they have some general knowledge of the subject-matter.

Words wrongly pronounced during the lesson are written on the blackboard, and carefully said, first by the teacher, and then simultaneously by the scholars.

A few minutes of quick questioning upon the subject-matter occurs at the end of the lesson.

I should like to see reading-books prepared with a little more attention to good and suitable "literary extracts," and a little less of the dry scientific information. A book containing a number of biographical sketches of men who have risen from the ranks, or who have distinguished themselves in the pursuit of knowledge under difficulties, is a desideratum. I am quite sure that it would be a great moral lever in school life.

*Arithmetic.*—In introducing the children to a new rule, explanations are given, and many examples are worked on the board, until the children are familiar with the processes, and are quick in the manipulation of the figures. Then the problems are read from the arithmetic used in the class, and, by questioning, they are worked round the class, the pupils putting the figures upon their slates, whilst the teacher does the same on the blackboard. Then we have frequent examinations to test the ability of the children.

*Dictation.*—This lesson only tests the ability of the children in spelling, and it should never take the place of oral spelling. Most of our dictation lessons are, therefore, carefully prepared. The difficult words are spelled in the class, and written upon the board by the teacher. This occurs immediately after the reading lesson, and the dictation may take place at the next meeting of the school. If any difficulty occurs during the dictation of the passage, I do not hesitate to have the word spelled, and even written on the board. In many irregular words it is only repetition that confirms the children in the correct method of spelling.

To make the boys familiar with words other than those generally found in their reading-books, nine different words, taken from the classified lists in Davis's spelling-books, are given each day to learn at home.

The boys are able to receive twelve marks for a good dictation lesson (which is always written in a book), six for neatness, and six for accuracy.

*Geography.*—Two classes, forming a section of the school, are

always joined together for a "Geography Lesson." A portion of their textbook is set for them to learn. This is repeated by several, chosen at random, and questions asked on the additional information supplied during the last lesson. Then a lesson, carefully prepared by the teacher, is given, in which much interesting information is conveyed.

In these lessons, descriptions of imaginary journeys are always much liked by the children.

## APPENDIX XII.

The Liverpool School Board have adopted the following system in determining the strength of subordinate teaching-staff required for any given school.

They take as their "unit" pupil-teachers in their first or second years. More advanced pupil-teachers, assistant-teachers (certificated and uncertificated), are ranked as equivalent to multiples of this unit. Thus:—

	Value.
Pupil-teachers in first or second year* .. ..	1
Pupil-teachers in third or fourth year .. ..	2
Pupil-teachers in fifth year and assistant (uncertificated) teachers .. ..	3
Certificated assistant-teachers .. ..	4

They next divide their schools into the following classes:—

- I. Infant schools.
- II. Schools containing infants and children over seven.
- III. Schools containing no infants and only one Standard.
- IV. Schools containing two Standards only (no infants).
- V. Schools containing three Standards only (no infants).
- VI. Schools containing four or more Standards.

Their estimate of the subordinate staff required for each of their schools of a given average attendance varies according to its class: a very valuable principle, involving as it does the recognition of the fact that the number of *classes* in a school has a very important bearing upon the number of *teachers* required to keep it in full work. Thus, the *value* of the subordinate teaching staff (exclusive

\* With these should now be ranked a pair of stipendiary monitors (see p. 72).

in all cases of the head-teacher) for a school with an average attendance of 60, is

	Units.	
Classes I. and V.	.. 3	= (say) one assistant-teacher.
„ II. and VI.	.. 5	= (say) one assistant-teacher and a pupil-teacher in fourth year.
„ III.	.. 1	
„ IV.	.. 2	

This staff is increased to the extent of one "unit" for about every 20 additional scholars in average attendance. Thus, the teaching staff for a school belonging to Class II., with an average attendance of 200, would be equivalent to 12 "units;" for a school in Class V., with an average attendance of 180, 9 "units."

This Board has a further rule to the effect that the total number of pupil-teachers and paid monitors shall not exceed, in large schools, two-thirds, in small schools, three-fourths of the entire staff; further, that the number of pupil-teachers in the first and second years, and paid monitors, shall not together exceed one-half of the entire staff.

The rule of the London School Board is as follows:—For the first 30 scholars in average attendance, one certificated teacher; for each succeeding 30 scholars, one pupil-teacher or candidate.\* No pupil-teacher is allowed to be placed in charge of a class as its responsible teacher until he has entered upon the three last years of his apprenticeship. Further, as a general rule, the number of pupil-teachers employed in a school is not allowed to exceed the number of *adult* assistants, exclusive of the head-teacher.

The rule of the Sheffield School Board is:—For the first 40 scholars, one certificated teacher; for each succeeding 30 scholars, one pupil-teacher.\* No pupil-teacher is allowed to have the charge of the instruction of a class in *any subject for which he has not gained a teaching certificate*. Pupil-teachers are not counted on the staff, as provided under the above scale, until the end of their first year, unless they have previously obtained the certificate of competency.

\* Both boards allow an assistant to rank as equivalent to two pupil-teachers.

# APPENDIX XIII.—PART I.

## COPY OF ARTICLE 28, NEW CODE (1879).—Standards of Examination.

Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
<p>To read a short paragraph from a book, not confined to words of one syllable.</p> <p>Copy in manuscript character a line of print on slates or in copybooks, at choice of managers; and write from dictation a few common words.</p> <p>Notation and numeration up to 1,000.</p> <p>Simple addition and subtraction of numbers of not more than four figures, and the multiplication table to 6 times 12.</p>	<p>To read with intelligence a short paragraph from an elementary reading-book.</p> <p>A sentence from the same book, slowly read once, and then dictated.</p> <p>Copybooks (large or half-text) to be shown.</p> <p>Notation and numeration, up to 100,000.</p> <p>The four simple rules to short division (inclusive).</p> <p>(1.) To point out the nouns in the passages read or written.</p> <p>(2.) Definitions, points of compass, form and motions of earth, the meaning of a map.</p>	<p>To read with intelligence a short paragraph from a more advanced reading-book.</p> <p>A sentence slowly dictated once from the same book.</p> <p>Copybooks to be shown (small hand, capital letters, and figures).</p> <p>Notation and numeration, up to 1,000,000.</p> <p>Long division and compound addition and subtraction (money).</p> <p>(1.) To point out the nouns, verbs, and adjectives.</p> <p>(2.) Outlines of geography of England, with special knowledge of the county in which the school is situated.</p>	<p>To read with intelligence a few lines of prose or poetry selected by the Inspector.</p> <p>Eight lines slowly dictated once from a reading-book.</p> <p>Copybooks to be shown (improved small hand).</p> <p>Compound rules (money) and reduction (common weights and measures).†</p> <p>(1.) Parsing of a simple sentence.</p> <p>(2.) Outlines of geography of Great Britain, Ireland, and Colonies.</p> <p>(3.) Outlines of History of England to Norman Conquest.</p>	<p>Improved reading.</p> <p>Writing from memory the substance of a short story, read out twice; spelling, grammar, and handwriting to be considered.</p> <p>N.B. An exercise in dictation may, at the discretion of the Inspector, be given in place of either of the above.</p> <p>Practices, bills of parcels, and simple proportion.</p> <p>(1.) Parsing, with analysts of a "simple" sentence.</p> <p>(2.) Outlines of geography of Europe—physical and political.</p> <p>(3.) Outlines of History of England from Norman Conquest to accession of Henry VII.</p>	<p>Reading with fluency and expression.</p> <p>A short theme or letter; the composition, spelling, grammar, and handwriting to be considered.</p> <p>N.B. An exercise in dictation may, at the discretion of the Inspector, be given in place of either of the above.</p> <p>Proportion, vulgar and decimal fractions.</p> <p>(1.) Parsing and analysts of a short "complex" sentence.</p> <p>(2.) Outlines of geography of the World.</p> <p>(3.) Outlines of History of England from Henry VII. to death of George III.</p>

N.B. As to the words printed in italics, see Article 19 C. 2.

N.B. In History and Geography, the scholars in Standards IV.-VI. may, if desired, be taught and examined as one class, taking the three specified divisions of these subjects in successive years; and being expected to show greater proficiency according to the Standard in which they are presented. They should show special knowledge of any historical events or characters connected with the district in which their school is situated.

\* Reading will be tested in the ordinary class-books, if approved by the Inspector; but these books must be of reasonable length and difficulty, and unmarked. If they are not so, books brought by the Inspector will be used. Every class ought to have two or three sets of reading-books. The class examination (Article 19 C.) will be conducted so as to show the intelligence, and not the mere memory, of the scholars. The new subjects introduced into Article 28 are mainly of the same object, from the 4th Schedule (specific subjects) in the Code of 1874.

† The work of girls will be judged more leniently than that of boys; and the Inspector may examine scholars in the work of any Standard lower than that in which they are presented.

‡ The "weights and measures" taught in public elementary schools should be only such as are really useful, such as Avordupois Weight, Long Measure, and Time Table, Square and Cubical Measures, and any measure which is connected with the industrial occupations of the district.

## PART II.

## COPY OF SCHEDULE III.—NEW CODE (1879).

## NEEDLEWORK.

## INFANTS' DEPARTMENT (Boys and Girls).

## Lower Division.

Position drill, hemming (simple) on strips, beginning with black cotton, rising to red, and going on to blue.

Knitting—(2 needles). A strip 3 inches by 18 inches with cotton.

## Upper Division.

Threading needles; hemming, simple and counter; seaming; felling; *pleating*; *fixing a hem*. Any garment which can be completed with the above stitches, *e.g.* a child's plain pinafore or shift.

Knitting—(2 needles). A strip as above. (4 needles.) *Muffatees*.

*Netting* (for boys).

## GIRLS' DEPARTMENT.

1st Stage. For children who have not been in an infants' department.

1. Hemming.—Strips in coloured cottons as in infants' department.

2. Hemming, simple and counter. Any garment which can be completed by the above, *e.g.* a child's plain shift or pinafore.

Knitting—(2 needles). A strip, as above.

2nd Stage. For children who have not passed the Upper Division in infants' department.

Hemming; seaming; felling; pleating. Any garment which can be made with the above stitches, *e.g.* an apron, or plain shift pleated into a band.

Knitting—(2 needles). Plain and purled rows alternately. A strip as above. (4 needles.) Wristlets or muffatees.

3rd Stage. The junction of the two departments, girls and infants.

The work of previous stages, with greater skill; and with the addition of stitching; sewing on strings. Any garment which can be made with the above stitches, *e.g.* a shift pleated into stitched band.

Herring-boning.—A flannel petticoat.

Knitting—(4 needles). Plain and purled alternately, *e.g.* socks and girls' stockings.

Darning and simple marking, on canvas.

## 4th Stage.

The work of previous stages, with greater skill; and gathering; stroking; setting in; marking on coarse material; button-holing; sewing on buttons. Any garment which can be made by showing all the above stitches, *e.g.* a plain night-shirt.

Herring-boning.—Any garment which will show this stitch.

Cutting out.—Any plain garment such as the children can make up to this stage.

Plain darning and mending.—Stockings; garments; patching old garments.

Knitting—(4 needles). *E.g.* a full-sized youth's sock and girls' stockings.

## 5th Stage.

The work of previous stages, with greater skill; and tucks run whipping; setting on frills; marking on finer material. Any garment which can be finished by the above stitches, *e.g.* a night-dress, man's shirt, or girl's frock.

Knitting—(4 needles). A full-sized boy's "knickerbocker" stocking.

Darning.—Plain and Swiss darning; stockings. Patching and darning garments in calico and flannel.

Cutting out.—Any garment such as the children can make up to this stage.

## 6th Stage.

The work of previous stages, on finer material, and with greater skill; and *knotting*; *feather stitch*.

Knitting—(4 needles). A long full-sized stocking with heels thickened.

Darning.—Plain and Swiss darning and grafting stockings. Patching and darning garments in any material.

Cutting out.—Any under garment ordinarily required in the families of children attending elementary schools.

1. The work printed in italics is optional.

2. Garments must be shown in each stage,\* but not necessarily those specified in this Schedule, which are mentioned merely as examples.

3. Girls should fix their own work in the earlier stages, and must do so in the fourth and higher stages.

\* Cf. the following extracts from a recent Circular to H.M. Inspectors:—  
"You will require from every girl qualified under Art. 18, C. 2, a garment or similar piece of work (certified to have been done by herself) exhibiting the various stitches to be learnt in the Stage in which she is being presented." And, with reference to girls presented under Art. 17, *f*, only, "you will not be able to report favourably on a school in which each scholar in Stages 3 and 4 of a girls' school does not produce a garment or other complete piece of work."

4. The classes for needlework need not be the same as for the standard work of the Code (Article 28). Scholars should be passed into a higher division, or stage, as soon as ready for it.

5. After the 31st March, 1879, when the first examinations under this Schedule will be held, the grants under Article 19 C. 2 will be made to girls' schools in which needlework is taught to the extent of the fourth stage (inclusive). In 1880 the fifth stage will be required, and in 1881 the sixth. If higher stages are reached in any year than required by this rule, full credit will be given in judging the work of a school.

6. After the 31st March, 1879, one shilling per head of the grant for infant girls (Article 19, A 1) will be made conditional upon their passing a satisfactory examination according to this Schedule. The grant will depend upon the average work of the infants, rather than on a close examination of the work of individual scholars. It is recommended, but *not required*, that the infant boys should be taught under this Schedule.

*Pupil-teachers (Girls).*

In schools to which grants fall due *after 31st of March, 1879*, pupil-teachers of the first year (or of the second, if previously engaged for five years) will be expected to work well, and to be able to teach all that is required in the first three stages, and to advance a stage in each successive year of their engagement. After the 31st March, 1880, some further special work will be prescribed for pupil-teachers in each year.

N.B.—In connexion with this Schedule, see "Plain Needlework in Six Standards," and "Plain Knitting and Mending," published by Griffith and Farran, St. Paul's Churchyard, London.

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## PART III.

(SEE SCHEDULE FACING THIS PAGE.)

# APPI

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### COPY OF SCHED

#### *Table of Specific Subjects*

4.	5. D.4	
French.	German	Economy.
		Second Branch.
Grammar to end	Grammar,	Food; its





## APPENDIX XIV.

## HONOUR CERTIFICATES.

*The following are the present Regulations of the Committee of Council as to Payment of School Fees for Children holding Honour Certificates.*

1. If a child attending a public elementary school, being less than eleven years of age at the yearly examination of the scholars of such school for annual grants, is certified in a form to be prescribed for the purpose by the Education Department—

- (a) To have passed in each of the three subjects of reading, writing, and arithmetic, in the Standard fixed by the fourth or any higher Standard of the Code of the Department; and
- (b) To have made 350 attendances, after five years of age, in not more than two public elementary schools during each year, for three \* previous years;

The school fee charged for such child at any public elementary school in the course of the next three years may be paid by the Department.

- (c) *The previous years referred to in regulation 1 (b) are the years immediately preceding the date of the scholar's examination.*
- (d) *The fee paid for a child shall not exceed either 6d. a week, or such fee as would have been paid for the child but for this Order.*
- (e) *No fee shall be charged for a child in addition to the fee paid for it under this Order.*

2. Not more than 10 per cent. of the children above seven years of age presented for examination in a school, in any year, shall become entitled to payment of their fees under this order, and if the children qualified for such payment exceed the said percentage, those who have attended the greatest number of times shall have the preference.

3. The continuance of the payment of the fee for a child shall be conditional upon the child (a) attending one school in each school year for not less than 350 attendances in the year, (b) obtaining at the end of the year a certificate of proficiency in reading, writing, and elementary arithmetic, according to a Standard higher than the Standard passed at the end of the previous year,

\* In 1880 this will be raised to four, and in 1881 to five years.

and (c) passing in one of the specific subjects of secular instruction contained in the Fourth Schedule in the Code of the Education Department.

(a) *The payment of the fee for a child at the end of any year shall be subject to the same conditions as those which affect the continuance of the payment of the fee for the ensuing year.*

(b) *Special allowance will be made by the Inspector in examining scholars when, from a change in the yearly date of inspection, the school has not been open 400 times in the year. (Article 13 of Code.)*

4. For the purposes of this Order there shall be deemed to be a *Seventh Standard* in the Code of the Department, comprising a thorough proficiency in reading, writing, and elementary arithmetic, as prescribed by the Six Standards set forth in the 28th Article of that Code, with the addition of interest (simple and compound).

5. Every school by previous attendance at which a child is qualified for obtaining the payment of fees, and the school at which the fees are paid by the Department, shall be a school, or a department of a school, at which the ordinary school fee does not exceed 6d. a week.

(a) *The ordinary school fee shall be held to exceed 6d. a week if more than 20 per cent. of the children attending the school pay more than that sum.*

6. The school at which a child's fee is paid need not be the same as that at which the examination qualifying the child for such payment was passed.

7. The fees paid under this Order shall be paid to the managers, at the same time with the grant, under the Code of the Department, and are to be reckoned as school-pence, for the purposes of Article 32 (a) of that Code.

8. A special certificate of honour will be granted by the Department to every child who becomes qualified for payment of fees under this Order.

9. *A child does not forfeit an honour certificate by moving from one school to another in the course of the year; but no fee can be paid by the Department until the child has made 350 attendances in the second school.*

F. R. SANDFORD,  
Secretary.

N.B.—The regulations printed in *italics* are those contained in the Order of the 2nd of April, 1878.

## APPENDIX XV.

## EDUCATION DEPARTMENT.

*School Registers and the Method of keeping them.*

Circular No. 65.]

Whitehall, London, S. W., July, 1873.

SIR,—Their Lordships' grants under the New Code depend so materially upon the accuracy of the returns made by the managers of schools, that it is absolutely necessary to require the registers of every school to be kept so that the attendance and progress of individual scholars may be tested with ease and certainty.

The Code requires that before any grant is made to a school the Education Department must be satisfied that registers of admission and daily attendance are accurately kept, and may be accepted as trustworthy (Article 17*b*).

Again, under Article 32*b*, the grant may be reduced by not less than one-tenth nor more than five-tenths upon the Inspector's report for faults of registration.

In every school there should be

- (1) A register of admission, progress, and withdrawal.
- (2) Registers of daily attendance for all scholars.
- (3) A book of summaries.

These registers must (Article 34) be provided by the managers out of the funds of the school, so as to be the property of the school, and not in any sense of the teacher.

*Admission Register.*

*The admission register* should be kept exclusively by the head-teacher, and made up at least once a week. Successive numbers should be allotted to the children on their admission, so that each child may have its own number which it should retain throughout its school career. A child who returns to school after an absence of any duration would resume its original admission number.

This register should show distinctly for each child in the school,

- (a) Its number on the register.
- (b) The date of its admission or re-admission, day, month, and year.
- (c) Name in *full*, Christian and surname.
- (d) The name and address of its parent or guardian.
- (e) Whether exemption from religious instruction is claimed.

- \* (f) The exact date of the child's birth, day, month, and year.
- \* (g) The last school (if any) which it attended before entering this school.
- \* (h) The highest Standard in which it was there presented.
  - (i) The successive Standards in which presented in this school.
- (k) The date of leaving.

Where several children of the same name attend, they may be distinguished thus:—"John Jones (a)," "John Jones (b)," &c.

This register should have an alphabetical index.

#### *Attendance Registers.*

*The registers must be marked every time that the school meets*, however small the attendance may be. They should show the daily and weekly attendances of every scholar, beginning with the first day of the school year (Article 13), and continuing to the end of the same.

Adequate time for marking these registers should be provided for in the time-tables—from five to ten minutes or more according to the number of scholars.

In mixed schools the boys should be entered in the upper part of the page, the girls in the lower, leaving a space between them.

On the outside of the cover of each register should be legibly written the name of the school, and the year, also the department (boys, girls, mixed, or infant, as the case may be), and the class or classes to which it belongs.

There should be columns for each child's admission number, for its name in full, and its age last birthday, and columns for all the weeks in the year, which should always be dated at their head with the day and the month. A column for school-pence received in each week is not unfrequently added to the attendance columns, but as this is apt to cause confusion in the additions, both of the pence and attendances, the pence columns had better be kept separate, unless entries be made in them in red ink. There should be a column for the entry at the close of each week of the total attendances made by each child during that week, and at the end of the register columns to sum up the total attendances of each child during the year. Another column is required in schools attended by half-timers, who should be distinguished by the insertion of "H" (half-timer under any Act), or "R" (rural half-timer), &c. after their names. The register for each class may be marked by the pupil-teacher (if he have completed his second year) having

\* Special care must be taken to obtain exact information on these points from the parents, former teachers, and Registrar of Births, if necessary.

charge of the class, but the head-teacher must always be responsible for its being regularly and properly kept.

In marking the attendance registers, the following rules should be observed:—

- (1) The registers must be marked and finally closed at least two hours before the termination of the time given to the secular instruction at each meeting of the school, and at the time specified on the approved timetable.
- (2) After the registers are closed no child may be marked.
- (3) Every child must be marked at each meeting of the school.
- (4) In ink, never in pencil inked over afterwards.
- (5) Presence must be marked with a long stroke thus / or \.
- (6) Absence must be marked with an "a," or "s" (sick), or "w" (weather), or "h" (home circumstances), or, otherwise, as the case may be.
- (7) There must be no dots.
- (8) No erasures; if any error has been made it must be corrected by a footnote.
- (9) No blanks.
- (10) If a child leaves before the two hours of secular instruction expire, its mark for presence should be cancelled by another stroke across it, thus X.
- (11) Registers must be original, and not copied from slates, papers, &c., on pretence of keeping them clean, or any other plea.
- (12) The number of attendances made by the class should be entered at the foot of the column every morning and afternoon at the time for closing the registers.
- (13) The number of attendances made by each child during the week must be entered.
- (14) When a half or whole holiday occurs, or (*in England and Wales*) on the occasion of days set apart for special inspection, under section 76 of the Education Act (when the meeting and attendances are *not* to be registered for the purpose of annual grants), a line should be drawn down the whole length of the column or columns.
- (15) For longer periods, "Holiday" should be written across the columns.

At the foot of the attendance columns for each week, or in some place specially provided for them in the registers, should be entered:—

That the form for these registers  
is to be used in the summary, and  
the form for the registers is to be used.

The form for the annual average  
is to be used in the summary and entered of  
the registers.

The form for the registers

The form for the registers

The form for the registers is noted.

The registers should be clear and should at once show  
the return of the managers' return, Form I  
the examination schedule, and of the  
registers should be preserved, together with a list  
of the registers used but not presented, and the reason  
for the same.

The registers should be filled at uncertain intervals, and  
the registers should be filled by the managers, but at the time  
of the registers should be made in the log-book. They  
should be filled at the same time by the teachers responsible  
for the registers.

The registers when filled, should be put away and preserved  
in a safe place. Admission registers and summary  
registers should be preserved.

The registers are intended for day schools, but should be  
used as far as possible to evening schools.

At present we do not insist upon uniform registers, but  
we are anxious to see that the registers are filled in  
the registers of schools, such an extent of uniformity  
gradually introduced as to make the adoption of the  
uniform system of registers a matter of little difficulty.

I have the honour to be, Sir,

Your obedient servant,

A. T. Jones

Assistant Secretary

<sup>4</sup> The word "now" now read "ten." See 111 of the Circular in Appendix II.

## APPENDIX XVI.

EXTRACT FROM LETTER ON ADVANTAGES OF  
PENNY BANKS.

The following extract from a letter, addressed to one of the papers in February, 1879, may be of use, as not merely stating the advantages of penny banks in promoting habits of thrift and general regularity, but also as showing with how little trouble they need be attended :—

“As the head-master of a school which has one of the largest and most successful penny banks in Liverpool, I can speak with some authority respecting the remark that the work connected therewith must be immensely troublesome. We have an average attendance of about 1,100 children, and, as you will see by the balance-sheet herewith, at the close of last year we had 976 open accounts exclusively in the names of the scholars. During the year there were 18,090 transactions. The amount deposited was £367 8s. 11d.; transferred to Liverpool Savings Bank, £92 10s.; withdrawn, £184 5s. 8d.; leaving, with that from 1877, a balance due to depositors of £161 14s. 11d. The number of weekly transactions is at present over 500, and yet this amount of business does not occupy the teachers of each department more than half an hour per week. Surely a half-hour thus spent cannot be regarded as immensely troublesome. Certainly this half-hour per week encroaches upon the time of the teachers, for the business is always transacted out of school hours, but I take it that the sole duty of teachers—and of school boards also—is not to ‘cram’ so much information into the brains of the pupils attending their schools, but also to endeavour to make them worthy members of society in the future. And what can tend more to do this than to inculcate these habits of thrift and self-denial of which, as a nation, we are at this time so singularly deficient? On every hand we see extravagance and indulgence of present desires, combined with forgetfulness of future wants. To remedy this we must look to the rising generation. The mind of the child is easily moulded for good or for evil, and a teacher’s influence in this direction is of the greatest value. If, therefore, he or she were to teach his or her pupils to practice self-control and thrift, much would be done to render them sober and virtuous men and women.

“But not only does the penny bank do good in this way; it also indirectly promotes regular attendance and prevents capricious removals—two of the greatest evils with which a teacher has to



contend. A child who has an account in the school bank feels that he has some interest in the school, and makes a special effort to be present on the Monday when business is transacted; and as Monday is very often a day when a number of children would otherwise be absent, the penny bank aids the teacher in securing regular attendance. Again, with respect to capricious removals. It sometimes happens that a child goes home and complains of some fancied grievance which he has had to endure at school. The parents, without inquiring into the matter, determine to remove him, and the teacher knows nothing of it until he hears that the child is attending another school. If, now, that child were a depositor in a school bank, his money would be withdrawn, and the teacher would thus probably learn that he was leaving the school. The parent might then be seen, the grievance, real or imaginary, inquired into, and the matter amicably settled. Such has been my experience, and sorry indeed should I be if the usefulness of the school bank received any check. Not that I apprehend any, but rather the contrary, for the Education Department has given signs of interest in the matter, and in Form IX. the managers are asked if there are penny banks in connection with their school, while other questions concerning it are so framed as to elicit useful information. It is hoped that the school bank will yet be recognised in the Education Code."

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## APPENDIX XVII.

### GRADUATED INSTRUCTION IN SINGING UNDER THE LONDON SCHOOL BOARD.

*Instruction in Singing by the Tonic Sol-fa Method arranged in the following Standards:—*

[NOTE.—These Standards do not necessarily coincide with the Standards of the New Code.]

#### STANDARD I.

To sing *softly*, from the teacher's pattern on the modulator, Exercises 1 to 50 in the Linnet, first to the notes, and then to the syllable Laa.

To sing easy school songs from the teacher's pattern on the modulator, first to the notes and then to words.

The teacher to insist on soft singing, and a clear and good pronunciation of the words.

After these exercises and songs have been first taught on the modulator, they should be written on the blackboard and taught from it.

## STANDARD II.

*Tune.*—To sing the chord of Doh in different keys, also the upper octave of Doh and the lower octave of its fifth, from the modulator and manual signs.

To sing Exercises 1 to 4 on the Blackbird Chart, following the teacher's pointing forwards, backwards, and irregularly.

*Time.*—To sing correctly to the time names, or to the syllable Laa, one, two, three, and four pulse tones, and half pulse tones, first slowly and then quickly, from the chart or finger signs, or to the teacher's beating; and to know the notation for the same.

*Tune and Time.*—First to Taatai or Laa on one tone Exercises 5 to 12 on the charts, and then sing them correctly in time and tune.

Every exercise must first be taught from the modulator.

To be able to recognise the fifth and third after hearing the key-tone.

To sing easy school songs, which at this stage should be learnt from the teacher's pattern on the modulator.

## STANDARD III.

*Tune.*—To sing correctly the chord of Soh as given in Exercises 13 and 14 on the charts.

To follow the teacher's pointing on the modulator in voluntaries, including all the intervals to be found in the second step of the "First" or "Third Blackbird."

To tell by ear any of the following tones after hearing the key-tone d d, m, s s, t t, r.

*Time.*—To sing pulse and half tones to the time name, or Laa, and to keep one pulse rests.

To know the notation for the same.

To answer any question on the notation as far as Exercise 22 "First Blackbird."

To Taatai or Laa any of the exercises from 13 to 22, also to read the notes of these exercises in time.

*Tune and Time.*—To Sol-fa in correct time and tune, from books, any exercises from 13 to 22.

To sing *softly* to words one or more school songs, carefully marking the *accent*.

## STANDARD IV.

*Tune.*—To sing the chord of Fah as given in Exercises 23 and 24 of "First Blackbird."

To follow the teacher's pointing on the modulator in voluntaries, including intervals such as are to be found in exercises 23 to 53 of "First Blackbird," or third step of "Third Blackbird."

To tell by ear any tone of the scale after hearing the key-tone.

*Time.*—To Taatai or Laa quarter tones, as in Exercise 53 of "First Blackbird," from chart or finger signs and teacher's beating.

To Taatai or Laa any exercise from 25 to 52 of "First Blackbird," also to read the notes in time from books.

To answer any question on the notation of Exercises 25 to 52.

To sing Standard scale, and to pitch with the help of the tuning-fork, any of the songs in the third step of "First Blackbird."

To sing easy exercises in two parts.

To sing *softly* and with a good *medium* force of the voice.

To sing school songs suited to this stage with careful attention to accent, and with clear and distinct pronunciation of the words.

#### STANDARD V.

*Tune.*—To Sol-fa correctly and quickly from modulator.

To sing to Laa from the teacher's pointing on the modulator.

To have lessons on transition and to sing from modulator, cadence transitions (with Fe and Ta) as given in the exercises of fourth step of "First Blackbird" and "First Nightingale."

To sing from modulator phrases containing extended transitions such as are given in Exercises 56, 57, 62, and 64 of "First Blackbird," and in the songs of "First Nightingale."

To tell by ear the Sol-fa names of any two or three tones in stepwise succession after hearing the key-tone.

*Time.*—To Taatai or Laa music equal in difficulty to Exercise 54 "First Blackbird."

*Tune and Time.*—To practice songs having Fe and Ta.

To sing with pure and good quality of tone.

#### STANDARD VI.

*Tune.*—To Laa, instead of Sol-fa, on the modulator, except in transition and minor mode.

To sing bridge-tones, having learnt to do so from Blackbird Charts and from books.

To have lessons on minor mode.

To sing minor mode phrases from modulator, and from Blackbird Charts.

To tell by ear short phrases of music, also to write the notes after hearing them.

*Time.*—To Taatai or Laa from books any of the songs in "Second Blackbird" or "First Nightingale."

*Tune and Time.*—To practise songs having transition with bridge-tones, also songs in the minor mode.

To practise sight-singing frequently.

To Sol-fa easy school songs at sight, and afterwards sing them to words.

To sing with cultivated voices, with expression, and with clear and distinct utterance of words.

## APPENDIX XVIII.

### RULES OF THE SCIENCE AND ART DEPARTMENT IN REFERENCE TO GRANTS TO ELEMENTARY SCHOOLS.

*Extracts from the "Art Directory," 1879.*

1. An elementary school is a school or department of a school at which elementary education is the principal part of the education there given, and does not include any school or department of a school at which the ordinary payments, in respect of the instruction, from each scholar exceed ninepence a week.

2. The Science and Art Department will encourage the teaching of drawing in elementary day schools \* at which the children are instructed in drawing † by teachers holding art certificates of the 2nd or 3rd grade (see page 68).

3. The aid given by the Department consists of *Payments* made to the managers ‡ of the school towards the cost of the maintenance and instruction of the drawing classes in the school; of *Prizes* awarded to the children, pupil-teachers, or paid monitors, only, of the school whose exercises reach the standard of excellence; and of *Grants* towards the purchase of suitable examples.

4. The Department will determine the number of payments and prizes to be awarded annually, by means of a very elementary examination, called of the 1st grade, in freehand drawing from copies, freehand drawing from models, and in practical geometry; and by a more advanced examination, called of the 2nd grade, in freehand, geometric, perspective, and model drawing.

\* Grants will not be made to endowed schools unless their endowment be supplemented by an equal amount of annual subscriptions, by local rates, or by school fees not exceeding ninepence a week from each scholar.

Middle Class Schools and private adventure schools cannot be examined in 1st or 2nd grade drawing under these regulations, but may be examined in 2nd grade drawing only in May (see p. 23).

† Instruction in drawing may be given in the two hours of secular instruction required by the Code of the Education Department in schools under inspection.

‡ Members of school boards and their officers are managers for the purpose of these rules.

The Department is the sole judge respecting all awards of payments and prizes, and cannot enter into correspondence respecting its decisions.

5. *Payments.*—The payments which may be made on the results of the annual examination of children in regular attendance upon the ordinary instruction of the day school, and of its pupil-teachers and paid monitors, are as follows\* :—

- a. 1s. for every exercise of the first grade marked "fair."
- b. 1s. 6d. for every exercise of the 1st grade marked "good."
- c. 2s. 6d. for every exercise of the 1st grade marked "excellent."
- d. 5s. for every exercise of the 2nd grade in which a child passes.†

No child is eligible for examination in any subject of the 2nd grade who has not gained the mark "good" or "excellent" in previous examinations, in two of the subjects of the 1st grade.

- e. 10s. for every exercise of the 2nd grade satisfactorily worked by a pupil teacher, or paid monitor, of the day school, who has been taught drawing in that school.‡

N.B.—1d. will be deducted from the grant for every exercise marked failure.

- f. £1, provided that the annual examination be conducted in accordance with the rules of the Department, and that at least 20 children obtain one or more of the above-mentioned marks.§

\* A child, on account of whose success in any subject 1s. 6d., 2s. 6d., or 5s. has been paid, cannot be examined again in that subject; but a child who has only earned a payment of 1s. in any subject may be re-examined in that subject. A child who has previously passed in two subjects of the 1st grade may be examined in the remaining subject of the 1st grade, and in any other subject of the 2nd grade in the same year; but no child may be examined in the same year in both grades of the same subject.

Payments are not made on scholars above 18 years of age.

† Children in attendance at an elementary day school since the previous Christmas may not be admitted to the 2nd Grade Art Examination of a School of Art or Art Class in May; nor may students of Schools of Art or Art Classes, teachers or assistant-teachers, or any others who are not scholars, pupil-teachers, or paid monitors of the day school in which the examination is held, be allowed to attend its examination in March, excepting as is provided in par. 10, p. 10.

‡ Pupil-teachers or paid monitors engaged in elementary schools at which drawing is taught by a qualified teacher should be examined at their own schools in March. Pupil-teachers in schools at which drawing is not taught by a qualified teacher, and pupil-teachers attending Schools of Art or Art Classes, may be examined in May, provided that they have not been examined in any subject at the previous March examination, and that they obtain the permission of the managers of their own schools to attend the May examination; but they may not be examined both in March and May, nor in any 1st grade subject, nor may they be again examined in any 2nd grade subject in which they have once passed.

§ This payment of £1 is intended to assist the managers in defraying the cost of the examination. If the managers cannot themselves undertake the superintendence of the examination, they may employ paid assistants; pro-

6. *Prizes.*—A 1st grade prize will be given to every child whose drawing or drawings of the 1st grade reach the standard of excellence, and a 2nd grade prize to every pupil teacher, paid monitor, and child who excels in 2nd grade drawing.\*

7. The examinations of elementary day schools are held in March, under the superintendence of school boards or school managers, who must—

- a. Certify that the school is an elementary school as defined in par. 1, page 6, and that the children have been instructed by a teacher holding a certificate from the Department.
- b. Appoint one of their number to act as correspondent with the Science and Art Department; and give notice to that Department of any change of correspondent.†
- c. Provide a room or rooms of sufficient size to carry out the examination according to the regulations of the Department.
- d. Send to the Secretary of the Department, *before the 1st of February*, a statement (in Form No. 520 ‡) of the number of children to be examined in each subject of the 1st grade, and of pupil-teachers, or paid monitors, and children to be examined in each subject of the 2nd grade. Be responsible for the proper conduct of the examination according to the regulations in Form No. 520a (see p. 73).
- e. Admit at all times the officers of the Department to visit the school.

8. Grants of 50 per cent. may be made to the managers of elementary day schools towards the purchase of examples approved by the Department.§

vided that at least two competent and responsible paid assistants, or one manager and one paid assistant, be present throughout the examination if it be held in one room only, and one additional manager or assistant for each additional room; and that each of these assistants be paid £1 by the managers. Managers will still be held responsible for the examination and for proper responsible assistants being employed, and each assistant's receipt for the managers' payment of £1 must be forwarded to the Department, or the £1 payment under par. 5 f., will not be allowed.

\* The First Grade Prizes are a drawing board and T square for success in Freehand, a set of compasses for Geometry, and a box of colours for Model Drawing. A list of the Second Grade Prizes is given at p. 108.

† The Department will not correspond with the teachers; nor may they act on the Committee, *nor as paid assistants*, for the superintendence of the examinations (see p. 73, ¶ 4, 5). The clerk of a school board may act as correspondent for all schools under the board.

‡ Managers of schools which have not been examined in the preceding year should apply for Form 520 not later than 21st January. Form 520a is sent with Form 520.

§ Application for aid towards the purchase of examples must be made on Form No. 49 (see Appendix, p. 76).

As a general rule no endowed school is eligible to receive a grant towards the purchase of examples, &c., unless considerable local contributions are made in aid of it; and then only when the examples are clearly necessary.

The examples must be kept on the school premises. If at any time it be found that examples towards the purchase of which a grant has been made are not properly taken care of, the aid of the Department may be withdrawn.

9. Examinations under these regulations may be held exceptionally in schools where drawing is taught by persons who, though not fully certificated, have passed successful examination in free-hand, geometric, or model drawing respectively of the 2nd grade. In such schools payments will be made on account of children instructed in the 1st grade of those subjects only in which the teacher has passed in the 2nd grade, and not on account of the instruction of pupil teachers, paid monitors, or children, in any subject of the 2nd grade.

10. Teachers and assistant-teachers of schools in remote districts only may be examined at the March examination, provided that the previous sanction of the Department have been obtained.

## RULES OF THE SCHOOL BOARD FOR LONDON ON INSTRUCTION IN DRAWING.

*Extracted from the Code of Regulations of the School Board for London,  
for the Guidance of Managers and Teachers.*

### INSTRUCTION IN DRAWING.

99a. In every department of a school there must be at least one teacher with a full drawing certificate.

b. Drawing must be taught in boys' and girls' schools as an ordinary part of the school work.

c. Boys and girls are to be taught the undermentioned subjects:—

Freehand.	Perspective.	Model.
Memory.	Geometry.	

d. Two hours a week in all boys' schools, and one and a half hours a week in all girls' schools, must be devoted to drawing.

e. The children are to be taught drawing from the First Standard.

f. Every school must submit its pupils to the examination by the science and art examiners in March, and the results of the examination will be laid before the school management committee.

g. The board inspectors will report on drawing at their visits.

## GOVERNMENT EXAMINATION IN DRAWING.

123*a*. The examination is held in the month of March under the superintendence of the local managers.

*b*. The correspondent must send to the Secretary of the Science and Art Department during the first week in February a statement of the number of children to be examined in the first grade, and of pupil teachers, candidates, and children to be examined in the second grade. This statement is made on Art Form 520, which can be had on application to the Secretary of the Science and Art Department.

*c*. Two managers are required to be present to conduct the examinations, and the Department require that their signatures and address, together with that of the correspondent, shall be given on the above Art Form 520.

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## APPENDIX XIX.

## MEDAL SYSTEM.

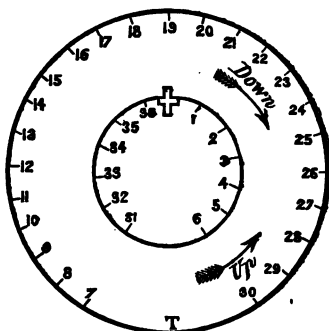


Fig. I.

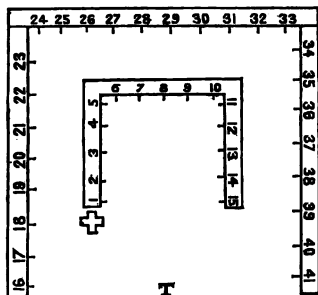


Fig. II.

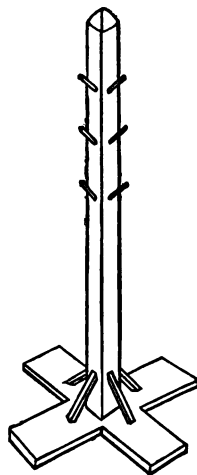


Fig. III.

Fig. I. represents a circular, Fig. II. a square class. No. 1 is the position of the boy who comes first in his class, No. 2 the position of the second boy, No. 3 the third, and so on to No. 36, which shows the position of the last boy. It will thus be seen that the first boy stands on

the right of the medal stand, and the last boy on the left, the teacher standing in the front of the class at the position indicated by the letter T. The medal stand is decorated with some fifteen or twenty medals, which fit on the pegs marked on the stand, Fig. III. There are two kinds of medals, "merits" and "demerits." The "demerits" have a piece of common string run through two holes, so that a boy who is obliged to take one can hang it round his neck. The "merits" have a piece of bright-coloured braid passing through the medal for the same purpose. There are three kinds of "merits," one colour of braid, say "blue," marking No. 1 "merit"; another colour, say "red," No. 2 "merit," and another colour, say "green," No. 3. In working this system, which we shall endeavour to explain by considering we have a class before us, it is absolutely necessary that *the teacher of the class* be forbidden to correct any mistake made by any scholar, unless not one of the scholars themselves is able to do so.

Now, suppose Fig. I. to represent a class of 36 boys, No. 1 being first, and No. 36 the last. No. 4 is reading and makes a mistake, or cannot answer a question put to him by you; No. 5, the next boy below him, is appealed to, and if he can correct No. 4, or answer the query he has missed, he takes his place. Or, if Nos. 5 to 20 (inclusive) fail to show more knowledge on these points than No. 4, but 21 is ready with it, he goes up to 4's place; No. 4, in turn, with the boys below him, down to No. 20, losing a place each, and thus becoming Nos. 5, 6, . . . 21. The system thus resembles the better-known system of "place-taking," in that a boy may *gain* 35 out of the 36 places at once, and can only *lose* one place at a time, unless, indeed, in the case of gross insubordination. Again, if a boy (say No. 4 again) talks or whispers during the examination to the boy below him (No. 5), that boy is expected, not only not to reply to him, but "to take him down." If No. 5 is, however, tempted to join in a conversation, he is also liable to lose his place; for No. 6 should, on noticing the insubordination, pass up above him and No. 4. If he does not notice or choose to notice it, he is of course liable, in turn, to be taken down, with the two defaulters, by No. 7.

But here comes the peculiarity and whole point of the medal system. Suppose I ask No. 36, the *last boy in the class*, a question, and he cannot answer it, but No. 1 can; then No. 1 goes to the place of No. 36, and No. 36 passes to the place of No. 1. So the boy that stood first stands last, and the boy who stood last stands first. But with this decided distinction, that the boy who goes from No. 1 to No. 36 takes a "merit," or medal with green-coloured braid from the stand, and hangs it round his neck, to show that although in the last place he occupies a better position than when he stood

first, and that the lad who goes from No. 36 to No. 1 takes a "demerit," or medal strung on coarse twine, which marks him out as having fallen below No. 36, although he stands in the place of No. 1. Now, let us suppose that the time has come for putting his next question to the "demerit" boy at the top of the class, that he fails to answer it, and that Nos. 2, . . . 35 (inclusive) follow his bad example, but that No. 36, the "merit" boy, answers it; this boy again goes to the first place. Should he then pass the stand to No. 36 or any other number, he substitutes a red-braided "merit" for his green one as he crosses to his new position. In the same way, after displacing the new No. 36, and answering a question missed by the rest of the class, he is entitled to exchange his red "merit" for a blue one—an honour hard of frequent achievement unless by a lad of unusual gifts.

Finally, let us suppose that a blue-merit boy, standing No. 36, misses a question, which is answered by a "demerit" boy standing No. 4; the latter would go to the place of the former, leaving his "demerit" on the stand, whilst the blue-merit boy would have to take from it a "red" for a "blue" on his way to his new place at No. 1. This boy might, in the same way, have to change his "red" for a "green," although such a declension would be most unlikely in a lesson of the ordinary length.

The holder of a blue, red, or green "merit" may be "taken down" by *any* boy; but that boy will not thereby become the *possessor* of the "blue," "red," or "green," unless he is the holder of a "red" in the case of a "blue" boy being taken down, is the holder of a "green" in the case of a "red" boy being taken down, or is *not* a "demerit" boy in the case of a "green" boy being taken down.

At each change of school a *declaration of merits*—an important part of the system—occurs. The "merit" boys walk round their respective classes with the medal lifted over their heads for the inspection and approbation of the head-master, who should always have a kind word, or a nod and smile, for each medallist. After being thus carried round the class, the medals are replaced upon the stand. The position of each boy in the class may be registered at the end of each lesson, and will be resumed by him at the next one of the same kind. It will be seen, therefore, that the medal system is based on the principle that the boys correct each other, the teacher being the judge; and that, practically, there is neither a top nor a bottom to the class, but that a boy can fall lower and lower, or rise higher and higher, to an indefinite degree.

The arrows in the diagram indicate the way in which pupils go up and down the class. Whenever a boy "goes up" he passes *in front* of the stand; whenever he "goes down" he passes *behind* it.

*Advantages of this System.*

1. In common with the ordinary practice of place-taking, it encourages close attention, accuracy, and readiness on the part of the scholars.

2. It leaves the punishment of irrelevant whispering and talking in the boys' own hands—a plan which, by long experience, is found to improve, not deteriorate, the tone of the school.

3. Whilst the older method will often allow an inferior boy, by a fortunate guess or lucky piece of knowledge, to answer a question towards the end of a lesson which leaves him at the top, or very near the top, of the class, the one under discussion will only give such a boy the chance of earning a “merit” of the third order—seldom or never that of winning a “red,” to say nothing of a “blue.”

4. The shining medal, with its bright-coloured ribbon, is a visible mark of distinction which the older system is without; and the declaration of medals to the head-master at the end of the lesson gives them a further significance before the school.

Generally, it may be said that a remarkable measure of success has attended the working of this system in schools in the North of England, and that the two most important of these schools have been considered, by several of H.M. Senior Inspectors of Schools, to occupy a unique position in the country, very much, we believe, on account of the “Medal System.”

## APPENDIX XX.

## COPY OF CIRCULAR No. 177.

Circular to Her Majesty's Inspectors,  
School Offices.

Education Department, Whitehall, S.W.,  
29th July, 1879.

SIR,—I am directed to forward, for your information and guidance in communicating with school managers, a memorandum containing some valuable practical suggestions as to the construction and cleansing of school offices with which the Local Government Board have favoured this Department, in reply to an application from their Lordships of which a copy is annexed.\*

You will understand that the model bye-laws referred to in the

\* Omitted here.

memorandum are published for the use of sanitary authorities, but that their adoption by these authorities is not compulsory.

I have the honour to be, Sir,

Your obedient servant,

F. R. SANDFORD.

Her Majesty's Inspector of Schools.

#### MEMORANDUM FOR SCHOOL MANAGERS.

It is presumed that school managers will be anxious, not only that the arrangements for these objects should be such as to make the school premises wholesome, but also to secure that such standards of cleanly and wholesome contrivance shall be set before the pupils as may conduce to the better understanding and fulfilment of common sanitary indications by the next generation of English men and women.

Of all means of excrement disposal, the best is a well-constructed water-closet, where this can be had. School premises that are within 100 feet of a public sewer ought always to have water-closets, and if they are somewhat further off than this, it is well worth while to incur some expense in laying drains for the sake of the advantage that the water-closet affords. The principles of construction concern the closet itself, and the drains leading from it to the sewer. The best form of closet for schools is MacFarlane's trough closet, which can be had of a size for small or large schools, is of almost indestructible materials, and the machinery of which needs to be put in action only once or twice a day, and not by the person using the closet. If other forms of closet be used, an efficient trap capable of retaining some water into which the excrement may fall, with water service to the closet in independence of any drinking water service, are the desiderata to be attained. As for the drains, whatever be the form of closet, ventilation of the soil pipe is the first essential; that pipe should be carried up, full bore, from a point below the trap to an appropriate place in the external air outside the closet chamber. The second point is to make sure that the drain to the sewer is of glazed pipe properly jointed and laid with an equable fall. And the third point is to put near the junction of the school drain with the sewer a trap and air opening to sever the air of the common sewer from the air of the drain, and to provide for the requisite movement of air through the latter.

With a water-closet contrived in accordance with these principles very little supervision is required; but that supervision needs to be given day by day, particularly at first, and in the case where children are not used to water-closets.

Where, for any reason, some other form of closet has to be used,

the first matter for consideration is whether some clayey or marly earth is to be had in the neighbourhood of the school. If so, the earth-closet will be the best arrangement.

Earth-closets are particularly eligible arrangements for country schools, where the school premises have some garden ground near them from which earth can be supplied, and to which the resulting valuable manure can be afterwards used. For this form of closet a shed, under which the earth can be placed to dry, and a well-built brick trough under the seats of the closets, are the essential requisites, as application of dry earth needs to be done after every use of the closet. It will be very desirable, further, that the closet should be provided with some simple hopper contrivance (such as those of Moule's Earth Closet Company) for delivering the earth over the excrement, but the same object may be obtained by an earth box and scoop on the closet floor, and some servant of the school be appointed to see that due use is made of these. Removal of the contents of the earth-closet pit will have to be frequent, in proportion to the use that is made of the closet; but provided a sufficiency of dry earth be used and the contents of the pit be kept dry, there will be no offence from the closet even if the pit be not emptied for several weeks, or even months. But here, again, as in the case of any closet, attention to the day by day working is required to keep the closet tidy and wholesome.

Very much inferior to either the water-closet or earth-closet as a means of disposing safely of excrement, especially under the particular circumstances of schools, is the ash privy. In this form of privy the intention is to keep excremental matters, by the use of abundance of coal ashes, so far dry that they do not undergo much offensive decomposition during the short intervals that elapse between successive emptyings. But owing, in part at least, to the number of persons using a school closet being largely out of proportion to the production of ashes in the school, it is difficult efficiently to prevent offence from ash privies there, and the most frequent possible emptyings have to be secured. Large midden pits are sure under these circumstances to become offensive, especially during the season, summer and autumn, when there will be small production of ashes in the school-house. A good arrangement is to place a movable vessel under the seat of the closet, and to let ashes be thrown into this, as often as any quantity of ashes is produced, through the hole in the seat. This vessel should be accessible, not from the closet itself, but from the outside wall, and it should be removed once or twice a week, and a clean one substituted. Of course the supervision needed for other forms of privy has to be even more exact and detailed for this.

The best arrangement for preventing excrement nuisances in

those schools that cannot have water-closets or earth-closets, and where there are not sufficient ashes for deodorizing, is to furnish the privies with movable receptacles as above, and to arrange for the daily removal of their contents, the daily replacement of the used vessel by a clean empty one, and the daily cleansing of the closet chamber, and it will usually be best to put the whole working of such arrangement into the same hands, appointing a person to do the whole duty of scavenging and cleaning the school privies. Particularly this arrangement commends itself for adoption in districts where heretofore the old garden privy, with no use of ashes, has been the rule. The plan of daily emptying will in part be paid for in such districts by the resulting manurial matters; but, in so far as it may prove to be somewhat expensive, its cost will have been usefully incurred if it set before the scholars an example of how the more objectionable forms of privy can in practice be got rid of. And it will be observed that this plan demands from the managers of the school the minimum of daily personal action, and requires from them indeed only such general supervision of the work of those who undertake the removal as would be required under like circumstances in a private house. For further details, reference may be made to the report on means of excrement disposal, and to the Model Bye-laws, Series I. and IV., issued by this Board for the use of sanitary authorities.

*N.B.*—Series I. relates to the removal of refuse and the cleansing of offices, Series IV. to the construction, ventilation, and drainage of buildings and offices. They may be purchased from Messrs. Knight & Co., 90, Fleet Street, London, E.C., and cost, Series No. I, 2d., and No. IV., 6d.

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